

Point of View

By Nikolai N. Bolkhovitinov



FOR DECADES, the study of America was one of the most popular topics among Soviet historians. Hundreds of books and articles were published on the history of the United States and its role in the world. Specialized journals appeared, and hundreds of students earned doctoral degrees in American history.

But this scholarship had significant "blinks" and "black holes," shortcomings and unresolved problems. The quantitative growth of the field of American studies unfortunately was not accompanied by an improvement in the quality of research or in the application of modern research methods.

Some of the problems can be attributed to restrictions placed on scholars under the Communist regime. Now, in the wake of the overthrow of that regime, we have the opportunity to reform our scholarship—if we are willing to make the effort.

The problems are clear. Perhaps the greatest shortcoming of Soviet Americanists was their denigrating and vituperative approach to the United States, which was based in Communist ideology and excluded comprehensive and objective investigation. It reduced some fields of history—especially the study of modern American foreign policy—to vacuous insubstantiality. Works by Soviet scholars tended to accuse the United States and its United States to Soviet readers as a persistent enemy. Book titles such as *American Imperialism—the Worst Enemy of the People*, *Parasitical Predatory Imperialism*, and *Pinpoint Road of American Aggressors* were common during the cold-war years.

The study of working-class and democratic movements in the United States, as well as Soviet-American relations, was considered to be among the traditional strong points of American studies in the former Soviet Union. But even in these fields, serious gaps and shortcomings existed. For example, Soviet Americanists often were not sufficiently objective when they studied the American working class, the general economic situation in the United States, or the quality of life of most wage earners.

The way that Soviet scholars studied the founding of the American Republic provides an example of how we let our ideological biases lead us astray. At one time, the Philadelphia Convention was characterized by Soviet historians as a "conspiracy against the people," and the Constitution of 1787 was called conservative and reactionary. It might seem that this approach was a thing of the past, but even in 1988, when restrictions already were being loosened on scholarship, an author of the State University prepared by a group of historians at Moscow State University emphasized that the American Constitution "was created for the defense of the class interests of the bourgeoisie, for the protection of the primary American freedom—the freedom of private enterprise." The Constitution today only "sanctions

Improving the Quality of American Studies in the Post-Soviet Era

...the existing political mechanism of the dictatorship of monopolies," we were told.

But did not the Declaration of Independence, the Constitution of 1787, and the Bill of Rights express the general human interests? Did not they lay down the foundations of a state based on law? Did not they endorse the principle of division of powers for the first time? Of course. The Constitution has its limitations and shortcomings; in the 18th century, needless to say, constitutional rights did not extend to the entire people of the United States. But somehow historians in the Soviet Union treated the very concept of a law-based state as bourgeois, and law and morality as strictly class concepts.

A rigid class approach also pushed our American studies in the Soviet Union into a self-induced isolation from scholarship abroad. When we looked at the diverse historical literature in the West, we seldom studied the positive aspects of the achievements of American historians—including the work of the "new social historians" who pioneered the study of the non-elites in the Colonial period or of the new labor historians who have revolutionized our understanding of 19th-century labor relations. We ignored their application of quantitative methods to history and their interdisciplinary analyses. In the last 40 years, we did not translate a single major work by an American historian into Russian, apart from the writings of two well-known Marxist authors, Herbert Aptheker and Philip Foner. What would have happened to physics if only works written by Communist physicists in other countries had been translated into Russian?

Finally, our biases caused us to focus more on ideological purity in our writings than on accuracy and professionalism. When scholarly journals and publications were on guard against the appearance of even the

most innocent "heresy," they were little concerned with maintaining even an elementary level of professional standards. Thus it is not surprising that serious research articles disappeared from scholarly publications, giving way to an abundance of all sorts of popular editions and propaganda pamphlets. Even our leading Americanists gave less and less attention to careful checking of factual material and made quite incredible mistakes, for which there could be no justification whatsoever. For example, in his biography of Benjamin Franklin, Robert F. Ivanov, a professor at the Institute of General History, made Franklin a contemporary of Sir Isaac Newton and confused H. S. President John Adams with his son John Quincy Adams. Unpardonable mistakes in footnotes became so common that they spoke of them as the rule rather than the exception.

Some problems no doubt had to do with the limited access that Soviet scholars had to historical documents and archives in our own country that, for example, could illuminate U.S.-Soviet relations, and with the limitations on our ability to travel and study abroad. I hope that these conditions are changing today.

TO END THE ISOLATION OF OUR RESEARCH, we must draw up a concrete plan for translating the best works by American historians into Russian during the next 10 to 15 years, as well as providing for regular translations of the best new books and articles. We must forsake our moral tone and ideological bias in studying the work done by historians in the United States and in Western Europe.

Above all, we must change the way that we train our young Americanists. The institutes of the Russian Academy of Sciences are detached from higher education, and not many members of the academy have been enlisted in the educational process. Special seminars for undergraduates and postgraduates at leading academic institutes would be useful. Perhaps it would be worthwhile to invite leading Russian scholars to supervise graduate theses and to give special seminars on selected American topics. Further, the quality of theses presented for scholarly degrees must be decisively improved.

Finally, the paramount and indispensable elements needed to bring about a turn in the study of U.S. history in Russia are systematic professional ties with foreign—first of all, American—scholars and expanded programs allowing our Americanists to work in U.S. archives and libraries.

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Quote, Unquote

News Summary: Page A3

"What a lot of students may not know is that when they receive a scholarship, the amount for room and board is taxable." A spokeswoman for the IRS: A1

"When you say someone is from Chicago, you can basically place them." A Princeton professor, on the U. of Chicago: A18

"We invited them to join. Now, we have to help them succeed." The president of the U. of Arizona, on making campuses hospitable to minority students: A36

"Here we have major universities with deteriorating facilities, getting another gratuitous hit in trying to maintain the country's eminence and competitiveness in scientific research." A social-sciences dean, on the loss of NIH instrumentation grants: A23

"There's a general feeling that campuses have lost the sense of community and have become increasingly fragmented." A Ford Foundation program officer: A1

"The deficit is troubling but not alarming." A Harvard U. vice-president: A33

"Academic liberals and leftists have lost the first round of the culture wars to the conservatives, who have a sophisticated understanding of how to get their ideas translated into plain English and public policy." An English professor: B1

"Few things would contribute more to human happiness in our society to world than a wider and better understanding of how markets work." An economist: A39

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James W. Dyke, Virginia's Secretary of Education, says the state wants to be sure that the university research it supports "really meets industry needs."

Tough IRS Position on Scholarships Feared by Colleges

Probe at Harvard could presage broad check of tax liabilities

By SCOTT JASCHIK

WASHINGTON Higher-education officials fear that an investigation by the Internal Revenue Service into scholarships awarded by Harvard University could presage tougher federal enforcement of tax laws affecting students and the colleges they attend.

The IRS first contacted Harvard late last year, requesting information on all scholarships awarded in 1989. This month the university turned over to the IRS the names of all people who received scholarships that year, the amounts of the awards, the students' Social Security numbers, and the amount of tuition the students had paid.

Harvard officials said last week that information about 3,500 students had been provided to the government.

The IRS could use the information to determine whether students had reported scholarships that were subject to taxation and to check on whether Harvard had met its reporting requirements.

Fears About International Students

If the IRS checks other institutions, as it is expected to do, it is likely to find many students who have not reported all taxable income, experts on student finance said. They added that many colleges do not meet their reporting requirements—particularly those relating to grants given to international students.

Gail Ellis, a spokeswoman for the IRS, said she could not confirm that an investigation of Harvard students was taking place because the agency's policy was not to comment on enforcement actions against individual taxpayers.

Ms. Ellis said the IRS did not now have a

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States Re-Evaluate Industrial Collaborations Built Around Research Grants to Universities

By GOLDIE BLUMENSTYK

Many states are losing their ardor for economic-development programs based on research grants to universities.

In the last few years several states have cut their financing for such research programs and shifted funds to projects designed to help small businesses and create jobs rapidly. More states are considering program cuts this year.

Elsewhere, governors and legislators are demanding more evidence that university research designed to develop new technologies and products has a demonstrable impact on their states' economies.

The new attitude marks a shift from the mind-set of the mid-1980's, when programs like Pennsylvania's Ben Franklin Partnership and Ohio's Thomas Edison Program flourished and became models for state economic-development strategies built on university-industry collaborations.

Questions About Effectiveness

By the end of the decade, nearly every state had created at least one program that provided grants to universities for research with commercial potential.

But state-budget constraints, changes in political leadership, and a growing sense that pouring money into university laboratories is not the most efficient or effective

way to help businesses and create jobs, have all put a damper on states' love affairs with the programs.

In the 1980's, "states sort of discovered technology," says Brian Bosworth, a former economic-development official for the State of Indiana who now works for several states as a consultant. Now states "are

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Three Grant Makers Are Awarding Millions in Effort to Improve Racial Tolerance on College Campuses

By LIZ McMILLAN

As colleges and universities seek ways to ease racial tensions, several grant makers are devoting millions of dollars to make campuses more comfortable places for minority students and to encourage under-graduates to be more tolerant of other people.

The latest effort was announced this

month by the Philip Morris Companies, which plan to award \$1-million in grants this year to help improve tolerance on college campuses. According to company officials, the goal of the program is to insure that colleges and universities remain "open, nurturing centers of learning, academic freedom, and moral awareness."

John Lilly and Ford Programs

The Philip Morris program joins two others—one by the Ford Foundation and the other by the Lilly Endowment—that aim to improve race relations and make campuses more hospitable to members of minority groups. In total, Ford, Lilly, and Philip Morris have committed more than \$9-mil-

Continued on Page A11

MARGINALIA

The dating game:

A calendar published by the Iliff School of Technology includes an entry for April 31.

And *The Chronicle's* circulation department wrote to a subscriber at North Essex Community College: "We are sending the July 22 1992 issue to replace the one that did not arrive."

Memorandum that the president of West Los Angeles College sent this month to the college staff:

"The past six months have been very busy and productive ones here at West, and I am pleased to report that progress has been made in nearly every area of campus operations. . . .

"For example, as of July 1:

- "the hourly instructional budget was \$150,000 or 70 class sections below last year's level;
- "there was no budget to provide evening or Saturday library service;
- "no funds were budgeted to staff evening repro services; and
- "insufficient funds were earmarked for the minimum levels of staffing necessary for registration."

Now for the bad news.

From *The Michigan Daily*:

"[Kata] Isari said someone with a variety of experiences would be ideal for the position.

"It should be someone familiar with a university setting, issues of sexual assault, and someone who has real commitment to sexism and other forms of oppression," Isari said.

Heaven help us, Isari!

Crime news (from the minutes of the Staff Council at the University of Mississippi):

"Mike Stewart gave a report on the forming of an Auxiliary Policy Force. There is a need for a supplement force of manpower during peak times on campus. . . .

"Thank goodness you're doing something about it."

From the Daily Police Report at the University of Montana:

"4:05 p.m.—Serge Corneil, Sculpture Instructor, notified Campus Safety that what looks like an abandoned Cadillac by the Art Annex is really a student's art project."

From a news story in *The Tech-News*, the student newspaper at the Georgia Institute of Technology:

"Three proposed new parking decks will alleviate some problems on campus and hopefully allow more green areas for the students. Having an aesthetically pleasing campus also consists of having a sharp-looking administration tower."

Sharp looking but austere, we take

—C.O.

In Brief

Head of college in Japan is murdered in Boston

BOSTON — The president of Chukyo University in Nagoya, Japan, was shot and killed here last week, one day before he was to sign an exchange agreement with officials at the University of Massachusetts campus in Boston.

Iwao Matsuda was killed when a masked gunman forced his way into the hotel room where the president and his wife were staying and shot Mr. Matsuda once in the back. The police have no suspects.

Mr. Matsuda was part of a six-member delegation that had traveled to Boston to formalize an agreement that was to have established student and faculty exchanges and cooperative research and language programs.

A spokesman for the University of Massachusetts campus said he hoped that the agreement "will go forward at a later point." But he added that "now is not the time to set it in motion."

Grizzly bear is focus of animal-rights group

SPOKANE, WASH.—An animal-rights group has demanded custody of a 300-pound female grizzly bear named Flo (female), which group members say was taken from Yellowstone National Park to be used for fur research at Washington State University.

Michael Winkoff, the U.S. Humane Society's legal counsel, said Flo had been shipped to the university to start a breeding program that would establish a lasting grizzly-bear population at the institution.

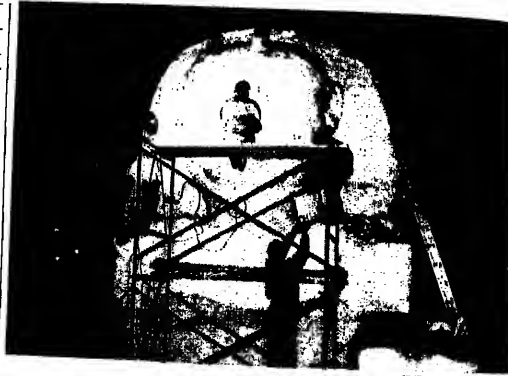
Flo is being kept in a small cage with two male grizzlies from which "she has no escape," Mr. Winkoff stated.

Christopher Servheen, the grizzly-recovery coordinator for the U.S. Fish and Wildlife Service, said Flo had been removed from the national park because she posed a threat to campers. He said the breeding was part of a short-term study the university is conducting, and that once the experiment is complete, Flo and her cubs will be shipped to a zoo.



PAUL VAN DER BRUG

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An icy Sphinx at Michigan Tech U. winter festival

HOUOTON, MICH.—Students and townspeople spent hundreds of hours in the bitter cold to construct enormous snow statues in celebration of Michigan Technological University's 70th annual

winter carnival. The huge sculptures, which took up to a month to create, reflect the multicultural theme of this year's carnival: "A winter snowfall brings world cultures to all." Students mixed

snow with water to make ice art then used chisels, electric fans, and other tools to shape the snow into the form of the Sphinx.



B. OF WICHITA AND A. C. B. B. B.

Graduate students strike at Yale

NEW HAVEN, CONN.—Graduate students at Yale University went on strike for three days last week, and their picket lines were honored by about 1,400 campus employees who are members of unions.

Some dining halls were closed and some classes taught by graduate students were canceled. Other professors and graduate students moved classes off the campus.

The Graduate Employees and Students Organization, which represents about 1,300 graduate students, went on strike to increase pressure on the university to recognize the group as a union and to

engage in collective bargaining with it.

Among other changes, the organization is seeking higher wages for teaching assistants and longer time limits to complete doctoral requirements. Martha K.

Correction, clarification

Because of incorrect information supplied by the publisher, instructions for ordering *Pathways to Success* (*The Chronicle*, February 5) were wrong. Copies of the book are available for \$12.95 each from the Annenberg/CPS Project, P.O. Box 2345, South Burlington, Vt. 05407-2345; (202) 879-9556.

An article about research on the route taken by the 16th-century

Spanish explorer Hernando de Soto through what is now the southeastern United States (*The Chronicle*, December 18, 1991) may have created an incorrect impression about the discovery of the so-called Martin site in Tallahassee, Fla. The site was found in March 1987 by B. Calvin Jones, an archaeologist with the Florida Bureau of Archaeological Research.

Shhh: Mime at Stetson keeps library quiet

DELANO, FLA.—Stetson University has a new tactic for holding down noise in its library: the Quiet Library Society.

Created by the library's director, Sims Kline, the society relies on peer pressure rather than on librarians to shush people.

David Alvin (*triflu*), a sophomore, recruit for the society, using mime. He has attracted 70 members so far who have pledged, "I believe the library should be a place for quiet study, research, and reading."



DAYTONA BEACH NEWS JOURNAL

Court narrows activities of campus organization

NEW YORK—A federal appeals court here has ruled that allowing a campus organization to use money from student fees for off-campus activities violates the Constitutional rights of students who do not support the group's endeavors. The court said groups must use student money only for campus activities.

Students at the State University of New York at Albany sued the university and the institution's chapter of the New York Public Interest Research Group, claiming that the organization had spent some of the money it received from student fees to lobby state legislators and to support ac-

tivities on other campuses. The students complained about positions taken by the organization, which opposes nuclear power as well as increases in defense spending.

Harvard won't lend name to condoms

CAMBRIDGE, MASS.—Harvard University has refused to let a company sell condoms emblazoned with its insignia.

EuroPacific International, of Milton, Mass., said its product would help the university to encourage students to practice safe sex. But Harvard officials said they feared the university might face legal problems if the condoms proved defective.



U. OF MICHIGAN

Vatican names Notre Dame church a basilica

NOTRE DAME, IND.—Sacred Heart Church, the central place of worship at the University of Notre Dame, has been designated a minor basilica by the Vatican.

The Pontiff authorizes the designation to honor historically im-

PORTRAIT

She Goes Wherever Civil Rights Are Threatened

By ROBIN WILSON
NEW YORK

In the weeks before Nadine Strossen traveled to Fort Lewis College to speak about the importance of the First Amendment, the institution had been embroiled in a bitter free-speech dispute that threatened to leave permanent scars.

The college's mostly white political-science club had deeply angered black students by inviting a member of the Ku Klux Klan to appear at a campus forum. In the ensuing weeks, black students complained about receiving threatening telephone calls, faculty members arrived one morning to find KKK stickers on their office doors, and the faculty adviser to the political-science club says she was harassed by a colleague who objected to the club's invitation to Shawn Slater, the "Exalted Cyclops" of the Denver chapter of the Knights of the Ku Klux Klan.

No one at Fort Lewis contends that Ms. Strossen's talk changed anyone's mind about whether Mr. Slater should be allowed to speak on the campus (she believes he should). But they say the New York Law School professor who marks her one-year anniversary this month as president of the American Civil Liberties Union did after a most eloquent defense of the First Amendment. Rather than heightening tensions, say faculty members and administrators, she encouraged them on the campus to think about the principles at stake.

"I have a lot of respect for what she is doing," says Fort Lewis's President, Joel M. Jones, who says, however, that he disagrees with Ms. Strossen. "Her public presentation was a good educational experience for the community."

For Ms. Strossen, the episode was familiar. "I go everywhere there is a threat to civil rights and civil liberties," she declares. These days, with colleges adopting speech codes to penalize students who use racial and sexist slurs, that means a lot of traveling, she says. Since her election as ACLU president last year, Ms. Strossen has spoken on more than 30 campuses.

'A Waste of Time'

Ms. Strossen, the youngest—and the first female—president of the nation's oldest civil-liberties organization, says she is discouraged that so many campuses have adopted policies to curb offensive speech. "I think it is just such a waste of time," she says. "I just think of the resources that have gone into crafting the precise, tiny, subsections of all the hate-speech codes. I wish we could take that time and devote it to affirmative action measures, to orientation programs, to educational programs on racism, to multicultural education. I am so convinced the appropriate response is education and not discipline."

The ACLU has been the strongest force behind efforts to force campuses to put aside the hate-speech codes that many have adopted over the last five years. The organization successfully challenged codes at



Nadine Strossen, head of the American Civil Liberties Union: "The appropriate response is education and not discipline."

the Universities of Michigan and Wisconsin, which federal judges ruled were in violation of the First Amendment.

Ms. Strossen has made attracting college students one of her key goals. She has started a campaign to prompt more undergraduates to establish campus ACLU groups.

Although Ms. Strossen is roundly commended for her passionate defense of civil liberties and her talent for explaining complicated legal principles, the message she spreads has not failed to stir controversy. Many campus administrators believe they must protect students—particularly those who are in a minority—from hateful words and intolerant behavior.

"I'm very concerned about the fact that we don't have any clear indication that there are bounds of tolerance for outrageous behavior," says James E. Sutton, Jr., a special assistant to the president for minority affairs at the University of Wisconsin. "Wisconsin's speech code was struck down last fall."

"It's important for the recruitment of minority students. A parent must know that there are certain things that do go beyond the bounds of civility and that those are not a part of educational environment."

Mr. Jones of Fort Lewis says campuses are not always the most appropriate place for speakers with a violent message. "I think there is a dramatic difference between a small residential campus like ours with a significant number of minority students and the sidewalks of New York," he says.

Mr. Jones told the political-science club it could not invite the KKK's Mr. Slater because the col-

lege could not provide enough security to quell any violence that might break out as a result of Mr. Slater's talk. The ACLU has filed a complaint on behalf of the political-science club, and a judge is scheduled to rule on Mr. Jones's decision this week.

An Activist, Not an Intellectual

Ms. Strossen says she hopes to be president of the ACLU for at least 10 years. Her interest in civil-liberties issues began when she was young, arguing as a member of her high-school debate team and writing an article for *Glamour* magazine about free speech.

Ms. Strossen says she never expected to become an academic. After graduating in 1975 from Harvard Law School, Ms. Strossen worked for law firms in Minnesota and New York. "I had always been opposed to an academic life," she says. "I'm married to an academic who always told me I was in the wrong profession and I should be a professor, not a practicing lawyer. But I kept saying, 'I'm not an intellectual, I'm an activist.'"

When a position opened at the New York University Law Clinic, School's Civil Rights Law Clinic, however, Ms. Strossen decided to make a change. She says she learned quickly that academic life was a perfect fit for her. "I didn't realize how frustrated I had been through the years," she says. "I had stirred up ideas that I'd never had time to explore." Ms. Strossen says she hasn't had to give up her life as an activist. "My first year of teaching, I published four articles, and I really loved it," she says. "And I saw that academic life could be a form of activism, too."

Scholarship

Yes, it's Elvis. But is it art? Scholars attending the College Art Association meeting in Chicago this month ventured to the World Tattoo Gallery to find out. They were there for the opening of the second annual All-Elvis Art Show and its accompanying Elvis-impersonators contest.

The King was everywhere, silk screened, sculpted, cartooned, and painted on velvet (of course). He appeared on canvases with other pop-culture luminaries, including Gumbay and Jackie Kennedy.

Wendy McDaris, an independent curator who has taught at Memphis State University, said it was telling that art could be made from Elvis, since the conference included sessions challenging distinctions between art and popular culture.

She was quickly drawn to "American Icon," in which the artist had painted Elvis on stamped tin, wearing Mickey Mouse ears. The singer is an ideal iconic figure, Ms. McDaris pointed out.

"He tends to be the embodiment of both positive and negative aspects of American culture," she said. "He started out radical, and he ended up weary, confused, wanting to get out."

Marilyn Houlberg wasn't able to show off her Elvis altar, which she says is the largest collection of Presley memorabilia in the Midwest.

But she and a collaborator created a smaller shrine, a multimedia installation decorated with paper, palm trees, Hawaiian skeletons, and 300 pounds of sand. Elvis appeared to levitate over the sand, courtesy of a slide projection on the mirrored back wall.

The day before the opening, Ms. Houlberg, an associate professor of art and anthropology of the School of the Art Institute of Chicago, presented a paper on Yoruba art at the college-art conference.

She said her scholarly work on death rituals, fits in neatly with her passion for Elvis. A colleague at the School of the Art Institute also had work in the show, including one piece in which Elvis's sneering lips were superimposed on the face of the Mona Lisa.

The conference included two sessions in which students connected works of art to television.

Michelle Christy drew parallels between Christy and David Lynch, the creator of "Twins Peaks," both of whom wrapped women's bodies in their works. And Lesley Wright found similarities between 19th-century realist American paintings and television sitcoms.

She focused on the artist J. G. Brown, who created more than 100 paintings of New York City shoeshine boys, which were very popular in their time. Ms. Wright argued that the paintings and television shows are both "conservative narratives" that state "idealized middle-class values."



J. Craig Venter of the National Institutes of Health with machines that help to automate the identification of genes: "Our No. 1 goal is to use this to uncover human disease genes and to understand the human brain."

Using Powerful Machines, an NIH Researcher Leads Effort to Identify Human Genes

Although 2,700 genetic sequences have been found, some scientists question the value of the work

By DAVID L. WHEELER

On a wall in the narrow hallway leading to J. Craig Venter's office are 39 sheets of 8½-by-11 paper filled with nothing but the letters C, G, A, and T.

Mr. Venter, who is chief of the Receptor Biochemistry and Molecular Biology Section at the National Institute of Neurological Disorders and Stroke here, spent three frustrating years with his colleagues finding eight genes hidden in that pattern of letters. The order of the letters, each of which represents one of the four chemicals that make up DNA, or deoxyribonucleic acid, shows the sequence of the chemicals in part of a human chromosome.

Eight machines that helped the researchers conquer their frustration sit nearby. Two robots—Caly and Ricky—and a bank of six other machines known as sequencers were combined with considerable computer power to identify more than 2,700 previously unknown genes.

Controversy Over Rights

Mr. Venter and his colleagues identified the genes with "expressed sequence tags"—small sections of the chemical sequence that makes up the entire gene. But the scientists do not yet know the entire structure of the genes they have found.

The disclosure in October that the National Institutes of Health had filed a patent application for some of the sequences triggered a controversy about when scientists should try to obtain the patent rights to genes. The dispute, revived this month

by the filing of another patent application, has overshadowed a scientific debate about what impact Mr. Venter's approach to identifying genes will have on the Human Genome Project.

Identifying 144 Genes a Day

Mr. Venter has only begun to get financial support from the genome project, which seeks to find the location of all genes on the chromosomes and to find the entire sequence of the chemical units on all 24 chromosomes. The project is backed by the National Institutes of Health and the Department of Energy.

He concedes that his method has limitations, but he thinks it can be used to identify and sequence most of the 50,000 to 100,000 human genes in five years.

Many other scientists are skeptical. They say Mr. Venter's scientific shortcut may be fast but misses too much important information and will not speed up the work of finding the genes that cause human disease. "It may not be as useful as Craig might have us believe," says David Galas, associate director for health and environ-

A gene known to control the calcification of bone, for example, was also found to be activated in brain cells, earning it the name of "the bonehead gene."

mental research at the Department of Energy.

Mr. Venter says his laboratory's work, not elaborate arguments, will prove the worth of his approach. The laboratory is now identifying genes at a rate of 144 each working day. Mr. Venter described his initial discoveries in two articles in scientific journals, and he says his next paper will probably outline information obtained on about 10,000 genes. By next Christmas, Mr. Venter predicts, his laboratory and others like it will have identifying sequences for a quarter of the human genes.

Other laboratories are using the same method. At a conference last month in Japan, scientists from the University of Osaka reported identifying about 1,000 genes activated in the human liver. A Swedish team has identified 171 genes from mouse testicles. British researchers copied a data base that contains all the information supporting Mr. Venter's most recent paper on the first day that it was publicly available.

"You've Just Begun"

Some scientists question whether Mr. Venter's laboratory and others have really identified genes. The tags give scientists a limited ability to compare genes in data bases, other researchers acknowledge, and to obtain genes that look interesting on the basis of such comparisons. But Mr. Venter's work is dismissed by many as a science fiction that is randomly sequencing bits of DNA without much intellectual direction.

"You don't know where the genes are

Scholarship

on the chromosomes. You don't know what they do. You've just begun," says Norton D. Zinder, a professor of genetics at Rockefeller University and a former chairman of the program advisory committee for the genome project.

Unless patents are granted on the sequences, says Mr. Zinder, little incentive exists for others to follow in Mr. Venter's tracks. Patent rights, Mr. Zinder says,

The work is dismissed by many as factory science. "You don't know where the genes are on the chromosomes. You don't know what they do. You've just begun."

might drive others to try rapidly to obtain the rights to large numbers of genes. But, he says, that would make the "genome project leap to exactly what it should not be about—competition and contention instead of collaboration."

Reid G. Adler, the director of NIA's Office of Technology Transfer, says similar scientific fears of destructive competition stemming from patents have proved to be unfounded at every previous step in the development of biotechnology.

Mr. Venter says his laboratory is expanding its scientific horizons and its collaborative work to make sure the methods it has developed are put to good use. In the past the laboratory has concentrated chiefly on searching for genes expressed in the human brain.

Studying Forms of Cancer

In a forthcoming paper, Mr. Venter and colleagues will propose sequencing all of one chromosome. He also wants his laboratory to sequence the entire length of about 2,000 genes. In collaboration with other laboratories, Mr. Venter's team wants to speed up the mapping of the newly identified genes on the chromosomes.

The laboratory is also planning to compare the genes activated in tumor cells with those activated in normal cells from the same tissue to try to understand some forms of cancer.

"Our No. 1 goal is to use this to uncover human disease genes and to understand the human brain," Mr. Venter says.

He adds that one collaboration with scientists at Yale University and Children's Hospital in Boston has already led to the location of what might be the genetic flaw that causes the rare neurological disease called Angelman syndrome. Those with the syndrome laugh frequently and move their limbs with a jerky, puppet-like quality.

David C. Ward, a professor of genetics at Yale who received DNA from Mr. Venter in that research, says that in the long run Mr. Venter's approach will help scientists map the complete set of human genes.

As scientists learn more about which parts of genes do what, Mr. Ward says, even short sequences may give clues to gene function. "Today we might not understand something Craig has sequenced," he says. "But in six months we may come to understand a gene that shares

Continued on Following Page

RESEARCH NOTES

- Skull fragment found to push back date of human ancestors
- 'National Geographic' said to reinforce view of U.S. primacy
- S. American drylands seen as critical for mammalian diversity
- Study finds a trained mind uses less energy than untrained one

Scientists say they have uncovered evidence that extends by half a million years the emergence of the earliest direct ancestors of humans. Until now, paleontologists had established a firm age of 1.9 million years for the fossilized remains of those ancestors, the line of hominids known as *Homo*. In the February 20 issue of *Nature*, a team of researchers headed by Andrew Hill, an associate professor of anthropology at Yale University, reports that a *Homo* fossil uncovered in Kenya is 2.4 million years old.

If confirmed, the date would place the appearance of the *Homo* line at roughly the same time as a period of rapid cooling of the earth's climate. That rapid climate change was associated with the introduction of an unusually large number of new plant and animal species. Mr. Hill and his colleagues think that the change may also have given rise to the earliest direct ancestors of humans.

The newly discovered fossil is a fragment of a skull with a wide base that scientists consider unique to *Homo*. It was uncovered in 1967 at a site that was then believed to be four million years old and was tentatively categorized as belonging to *Homo*. But some paleontologists did not accept that *Homo* date and placed the skull fragment in the genus *Australopithecus*, a older, smaller-brained ancestor to *Homo*.

Since then, scientists have gathered more fossils, enabling Mr. Hill to compare the skull with those of both the *Homo* and *Australopithecus* lines. Scientists have also developed new methods to determine the age of fossils and the rocks in which they are found. In the current research, Mr. Hill's colleagues—Alan Delno, Girmaia Curtis and Robert Drake, scientists at the Geochronology Laboratory at the Institute of Human Origins in Berkeley, Cal.—used a method known as argon-argon dating to determine the age of the volcanic ash in which the skull fragment was located.

—CHRIS RAYMOND

For much of its history, "National Geographic" magazine has reinforced America's vision of its ascendancy in the world, say two anthropologists at the State University of New York at Binghamton.

The National Geographic Society was founded in 1888, at a time when the United States was becoming increasingly confident of its international status. Jane Collins and Catherine Lutz say in the winter issue of *The South Atlantic Quarterly*, the society's unofficial philosophy, demonstrated in the pages of its monthly magazine, amounted to what the authors describe as an "optimistic" social evolutionism, or a belief that progress would be achieved through the triumph of reason, but that certain residual inequalities were nevertheless inevitable and justifiable.

Thus, the authors say, the pages of

the magazine implicitly compared third-world countries with Western societies, especially American society, by juxtaposing, for example, articles on native rituals in New Guinea and farming practices in New England.

Photography played a key role in such comparisons, the authors argue. For many older Americans, they note, the experience of growing up with *National Geographic* was defined by the pictures of the bare-breasted native women of third-world countries. At the outset, the editors defended the use of such pictures in the interest of scientific accuracy, but a "nice-gender cude" was clearly at work, Ms. Collins and Ms. Lutz say. With two recent exceptions, none of the women thus pictured were white.

On the other hand, *National Geographic*'s editors had a stated policy against running articles that were controversial or not of a "kindly nature"—confirming the progressive nature of the magazine's social-evolutionary slant, the authors say.

The spread of anti-colonialist struggles around the world in the 1960's and 70's created particular problems for *National Geographic*, Ms. Collins and

Ms. Lutz say. The magazine began to avoid images of Westerners in colonial settings, the authors note, thereby deflecting uncomfortable questions about their presence there.

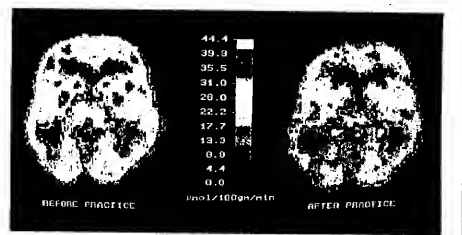
—ELLEN K. COUGHLIN

Conservation groups that want to save the greatest number of mammalian species in South America should concentrate on preserving dry areas, rather than tropical rain forests, a zoologist says.

Michael A. Mares, a professor of zoology at the University of Oklahoma at Norman and director of the Oklahoma Museum of Natural History, studied the distribution of 883 mammalian species over six groups of habitats, such as lowland Amazon forest, upland semideciduous forest, and drylands. The drylands, which include deserts, scrublands, and grasslands, make up 57 per cent of South America and contain more endemic species of mammals than any of the other groups of habitats, he found.

Mr. Mares reports the study in the February 21 issue of *Science*.

—DAVID L. WHEELER



PET scans of subject before and after playing a computer game show that, with practice, the brain consumes less glucose. Colors show amount of glucose used.

Researchers have discovered that a highly trained mind engaged in a complex task uses less energy than an untrained one.

Scientists at the University of California at Irvine arrived at that conclusion after conducting brain scans on trained and untrained subjects who played a challenging computer game. While learning a task, they found, the brain appears to find a way to economize on fuel.

In their study, the details of which appeared in the January 20 issue of *Brain Research*, Richard J. Haier, a professor of psychology and human behavior at Irvine, and colleagues at the university's Brain Imaging Center used PET—Positron Emission Tomography—scans to measure the brain function of their research subjects.

By injecting them with a radioactive tracer that is absorbed in greater quantities in areas of the brain with high rates

of activity, the researchers were able to determine the relative amounts of energy expended by the subjects' brains. The results showed that subjects spent less energy after they learned how to play the computer game and were making scores seven times as high as in their first game.

Mr. Haier says the finding lends support to the hypothesis that neural efficiency may be a major factor in mental performance. How the brain may be achieving that efficiency, however, remains unknown.

"The implication is that we need to think about the different ways the brain can be efficient," says Mr. Haier. "What seems most likely is that the brain is efficient because it uses only certain important circuits rather than many extraneous circuits. It might be that the brain learns over time what circuits not to use to perform a task."

—KIM A. MCCONALLO

NIH Researchers Use Machines to Identify Human Genes Rapidly

Continued From Preceding Page
a motif with one that Craig has pulled out."

Mr. Venier conceived of his method of identifying genes in May 1990 on a 12-hour plane ride back to the United States from Japan. He thought he could apply automated sequencing approaches to "libraries" of a form of synthetic DNA known as complementary DNA, or cDNA. The libraries consist of copies of human genes, stored in bacteria, that are known to be sequenced in a given tissue.

Cells Serve as Detectives

The synthetic DNA chemically complements natural molecules of "messenger RNA," or ribonucleic acid, which carries the information on

genes to other parts of the cell, where the information is turned into the proteins that perform cellular functions.

In their mature stages, messenger RNA's contain only the flanking genes, stripped of meaningless spacers and the chromosomal regions that regulate genes. In Mr. Venier's scheme, the cells themselves serve as the detectives that can find the functional genes along what looks to humans like a long, meaningless stretch of the four-letter DNA code. "Virtually every cell in the body is smarter than the smartest computer," says Mr. Venier.

When Mr. Venier returned to his laboratory from his trip to Japan, he persuaded Mark D. Adams,

who had just arrived at the laboratory from the University of Michigan with a Ph.D. in biochemistry, to try out the concept. "I couldn't convince anyone else in the laboratory to try this crazy idea," Mr. Venier says.

'Overabundance' of Sequences

In Mr. Venier's eyes, he has vindicated what was discarded as a worthless approach in the early stages of the genome project. His laboratory is cranking out identity tags for genes faster than the rest of the research community can absorb the information and locate the genes on the chromosomes.

"We're putting a lot of pressure on the mapping community," says Mr. Adams, who has been the lead author on both of the papers describing the gene identification.

Genome-project officials see the laboratory's output differently. "We have an overabundance of cDNA sequences, the utility of which is not clear," says Mr. Galas of the Energy Department, who serves as the head of the department's portion of the genome project. Mr. Galas says that the identifying sequences, although they may be long enough to help retrieve genes, may give misleading clues about the genes' functions.

Not much is new about Mr. Venier's method other than the rate at which he is doing it, Mr. Galas says.

Mark Guyer, assistant director for program coordination at the

"Never would I have predicted that we would find rice and barley genes expressed in the human brain."

National Center for Genome Research in the National Institutes of Health, says the sequences now have value only as "markers" that still need to be integrated into larger maps of chromosomes and genes.

The CONA work, Mr. Guyer says, "does not appear to be caused for a major turn in the direction of the genome project."

Similarities Between Species

Those in Mr. Venier's laboratory say the approach is leading to more than larger numbers of sequences. The comparison of the sequence found in humans with known genes, they say, is advancing understanding about the similarities between species. Mr. Venier's laboratory has found human genes that are similar to squid, fruit fly, corn, rice, barley, and roundworm genes.

"Never would I have predicted that we would find rice and barley genes expressed in the human brain," Mr. Venier says.

His laboratory has also found genes first identified in other human tissues that scientists were surprised to learn were turned on in the brain. A gene known to aid in the calcification of bone, for example, was also found to be activated in brain cells, earning it the name of "the bonehead gene."

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYVOUR

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate and are subject to change. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Prayer, Power, and Production: The Role of Cosmology, Bengali, by Huan F. Lin (Cambridge University Press, 244 pages, \$34.95). Traces the salient of religious differences in the organization of agricultural work in three Java rice-cultivating villages in the Senegal region.

ART

A Byzantine Masterpiece Recovered, the Thirteenth-Century Mosaic of Lysippos, by American West and Lawrence J. Marone (University of Texas Press, 1990). Foundation, 157 pages, \$37.50 hardcover, \$19.95 paperback. Describes the history, recovery, and restoration of a mosaic stolen from a church in northern Cyprus.

BIOLOGY

Morphometric Tools for Landmark Data: Geometry and Biology, by Fred L. Bookstein (Cambridge University Press, 264 pages, \$69.95). Discusses methods in morphometrics, or the statistical study of biological shape and shape change.

BUSINESS

Dynamic of Organizational Populations: Density, Legitimation, and Competition, by Michael T. Geyer and Glenn R. Carroll (Oxford University Press, 264 pages, \$49.95). Uses data on labor unions, insurance companies, and other enterprises to examine sources of growth or decline in populations of organizations.

CLASSICAL STUDIES

The Illiad: A Documentary, Volume IV, Books 23-24, by Richard Janko (Cambridge University Press, 427 pages, \$64.95). Includes a new edition of the fourth book in a six-volume study of the epic poem.

COMMUNICATIONS

Televised Presidential Debates: Advocacy in American History, by Susan A. Hewitt, Michael P. Katz, and Steven R. Dwyer (University Press, 264 pages, \$45.00 hardcover, \$15.95 paperback). Discusses the sponsorship, format, character, and impact of presidential candidates' debates, with a focus on elections in 1960, 1976, 1980, 1984, and 1988.

CRIMINAL JUSTICE

Waging the Battle Against Drunk Driving: Issues, Documentation, and Effectiveness, by David L. Roth (Greenwood Press, 166 pages, \$42.95 hardcover, \$13.95 paperback). Discusses federal and third-party liability for alcohol-related accidents, and the role of such groups as Mothers Against Drunk Driving.

ECONOMICS

Business Organization and the Myth of the Market Economy, by William Laroch (Cambridge University Press, 256 pages, \$39.95). Examines changing investment strategies and organizational structures in Britain and the United States in the early 20th century, and in Japan and the United States in more recent times.

The Polish Economy: Legacies from the Past, Prospects for the Future, by Ryszard Lipinski (Praeger Publishers, 256 pages, \$45). Discusses Poland's transition to a market economy.

Strategic Planning in Technology Transfer to Less Developed Countries, by Christopher M. Mada (Quorum Books, 224 pages, \$47.95).

Wages and Employment Adjustments in Labor Markets, by Randall W. Eberle (University Press, 133 pages, \$23.95 hardcover, \$13.95 paperback). Considers how labor markets adjust to such changes as company openings and closures.

ETHNOLOGY

Cultural Education for African People: The Role of the University, by Dickson A. Mungai (Praeger Publishers, 184 pages, \$23.95). Discusses the goals and consequences of educational policies developed by the administrator who was Director of Native Education in Zambia (then Rhodesia) from 1974 to 1980.

Education and Women's Work: Female Schooling and the Urban and Labor's Struggle, 1870-1930, by John Rury (State University of New York Press, 277 pages, \$39.50 hardcover, \$19.95 paperback). Social studies in Schools: A History of the Early Years, by David W. Brown (University Press, 274 pages, \$39.50 hardcover, \$19.95 paperback). Discovers the teaching of social studies in American public schools from the 1890s to the 1930s.

FILM STUDIES

Sidney Lumet: Film and Literary Criticism, by Elizabeth R. Cunningham (University Press of Kentucky, 274 pages, \$39.50). Traces the contemporary American director's career from *12 Angry Men* (1957) to *Q & A* (1991), with a focus on his dramatic depictions from literary sources.

HISTORY

Antebellum and Medieval Manuscript Studies in the Reformation of the Past, by Janet Coleman (Cambridge University Press, 444 pages, \$45.00). Examines medieval interpretations of ancient texts.

Amplified and Amplified: New Social Workers and the Manhattan Policy System, 1825-1850, by David A. Reardon (University Press, 310 pages, \$45). Describes workers' responses to technological innovation and economic change during the period.

Blith Gogolova Ramenbarad: A History of Its Black Community from the Birth of 'The Town of George' in 1761 to the Present Day, by Kathleen E. Leake (Vanderbilt University Press, 218 pages, \$34.95). History of the town of George, Tennessee, from its founding in 1761 to the present.

Fields of Knowledge: French Academic Culture in Comparative Perspective, 1880-1920, by Fritz Koenig (Cambridge University Press, 404 pages, \$64.95). Discusses the history of French academic culture.

From Paralytic to Full Citizen: A History of the Paralytic in the United States, by John L. Shaw (University Press, 427 pages, \$39.95). Discusses the history of the paralytic in the United States, from its early history to the present.

French Academic Culture in Comparative Perspective, 1880-1920, by Fritz Koenig (Cambridge University Press, 404 pages, \$64.95). Discusses the history of French academic culture.

Gotha and Roma AG 1824-1869, by Fritz Koenig (University Press, 404 pages, \$64.95). Discusses the history of the Gotha and Roma AG, from its founding in 1824 to the present.

The Huguana in the English Imagination, by Elizabeth R. Cunningham (University Press of Kentucky, 274 pages, \$39.50). Traces the history of the Huguana in the English imagination, from its early history to the present.

Native Society and the July Revolution, by Suzanne Austin Alchon (Cambridge University Press, 274 pages, \$39.50). Discusses the impact of the July Revolution on native society.

Nasser's 'Mass Movement' 1952-1956, by Suzanne Austin Alchon (Cambridge University Press, 274 pages, \$39.50). Discusses the impact of Nasser's 'Mass Movement' on Egyptian society.

Native Society and the July Revolution, by Suzanne Austin Alchon (Cambridge University Press, 274 pages, \$39.50). Discusses the impact of the July Revolution on native society.

Radicalism and the Origins of the Yakuza, by John L. Shaw (University Press, 427 pages, \$39.95). Discusses the history of the Yakuza, from its early history to the present.

South Africa and the July Revolution, by Suzanne Austin Alchon (Cambridge University Press, 274 pages, \$39.50). Discusses the impact of the July Revolution on South African society.

Survival and Resistance in Detroit's African American Community, by Edward J. Ferman (University Press, 274 pages, \$39.50). Discusses the history of the African American community in Detroit, from its early history to the present.

The History of Rural India from 1800 to 1900, by John L. Shaw (University Press, 427 pages, \$39.95). Discusses the history of rural India, from its early history to the present.

Two Families of Sir Henry Clinton: The American Revolutionary War, by John L. Shaw (University Press, 427 pages, \$39.95). Discusses the history of the Clinton family during the American Revolutionary War.

Continued on Page A9

Scholarship

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California State Univ. 1,000 at over 100 schools in 1980-81. The School of Health and Professional Studies

DIGITAL AND IOWA STATE THINK BIG

GIANT STEP TAKEN IN CAMPUS-WIDE WORKSTATION MANAGEMENT.

By George W. Brown, Jr., Director of the Center for the Study of Higher Education, University of Iowa

The University of Iowa has taken a giant step in the management of its campus-wide workstation network. The university has implemented a new system that will allow it to manage its entire network of workstations in a more efficient and cost-effective manner. This new system, known as the "Iowa State Workstation Management System," is the result of a collaboration between the university and Digital Equipment Corporation (DEC). The system will allow the university to manage its entire network of workstations in a more efficient and cost-effective manner. This new system, known as the "Iowa State Workstation Management System," is the result of a collaboration between the university and Digital Equipment Corporation (DEC).

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Personal & Professional

U. of Chicago at 100: Proud Traditionalist

In a world buffeted by fads and dissension,
it remains a sober standard bearer

By SCOTT HELLER

Born of pure faith in the value of research, the University of Chicago 100 years later remains a place apart.

In an era when academic success is measured in multimillion-dollar fund-raising coups, Chicago takes pride in producing more than its share of college professors and presidents. It is the research university's research university, the sober-minded standard bearer in an academic world buffeted by fads, politics, and dissension.

In some circles, it is a bastion of traditionalism, a university that respects the past too much. In recent years, the university has been tagged as conservative, both intellectually and politically.

"When you say someone is from Chicago, you can basically place them," says Alexander Nehamas, a professor of philosophy at Princeton University. "It means relatively conservative, rather disdainful of modernity, but very positive about America."

From the start, Chicago was unusual. Founded in 1891 with the support of John D. Rockefeller, the university was created as a home for research, at a time when faith in the value of science was at its peak. The enterprise was so unusual that William Rainey Harper, the university's first president, succeeded in luring college presidents to join his faculty.

61 Nobel Laureates

That confident belief in learning for its own sake remains the spiritual backbone of the institution. (The university's financial backbone is its \$1-billion endowment, the 12th largest in the nation in 1991.)

"The pursuit of learning is itself a value," says Hanna H. Gray, Chicago's current president. "It does not need to be justified by showing that it has social value and civic virtue, though of course it does."

Chicago's influence on higher education is undeniable. Some 118 people who are now college presidents and provosts once studied here. Sixty-one Nobel laureates have been faculty members, students, or researchers. Chicago was home to the nation's first sociology department and an undergraduate core curriculum that continues to serve as a model for colleges elsewhere. The modern nuclear age began here in 1942, with Enrico Fermi and the first controlled self-sustaining nuclear reaction.

The university inspires fierce loyalty among professors and former students, some of whom went from elementary school to graduate school in university-operated classrooms.



DAVID J. PHILLIPS FOR THE CHRONICLE

Chicago is the university that in 1939 scrapped its football team and built a library where the stadium used to sit. (The university brought back the sport 30 years later.) Its population of 7,200 graduate students is more than twice the size of its undergraduate student body. Its clichéd image is a badge of pride.

"It's a mystery that this place has kept itself so distinguished over the last 100 years, with all the natural disadvantages of climate, location, small endowment," says Frank Riester, chairman of the geophysical-sciences department. "There's some sort of psychic loyalty—people who could go anywhere in the world, they stick around."

The university's old-fashionedness is apparent in its very look. Built in a Chicago swamp at the turn of the century, its quadrangle and many campus buildings feature the heavy Gothic architecture of a medieval European institution.

"Chicago marches to the beat of its own drummer," says Cass R. Runstein, a professor of law here. "It has a real sense of what it's about."

Says Stanley N. Katz, executive director of the American Council of Learned Societies and a former Chicago professor: "It is one of the few real universities in the United States, a place that really functions as a community of scholars."

Free-Market Economic Theory

In the last 20 years, Chicago's public face has been traditional, if not conservative. Its leading intellectuals associated with Reaganomics and the "Great Books." In a recently published guidebook, the *National Review* urges parents to send their children to Chicago. The university is the long-time home of Alan Bloom, whose best-selling book, *The Closing of the American Mind*, helped kick off a period of unprecedented nationwide criticism of higher education.

The 1980's also saw the influence of the university's economics department theory—while hardly universally embraced—laid the groundwork for Reaganomics and its aftermath. "The Cold War over and the University of Chicago was

it," the columnist George Will wrote last year, in a tribute to the "Chicago school" of economics.

The 1991 Nobel Laureate in economics went to a Chicago law-school professor, Ronald Coase. His award marked the triumph of the law-and-economics movement, which holds that economic costs and benefits should be taken into account in legal judgments. Among proponents of the theory are Supreme Court Justice Antonin Scalia, who taught at the law school here, and Richard Posner and Frank Easterbrook, two federal judges who still do.

'A Midwestern Philosophy'

Mr. Nehamas, the Princeton philosopher, sees connections among the intellectual developments coming from Chicago. In a 1987 review of Mr. Bloom's work in *The London Review of Books*, he wrote of "the emergence of a Midwestern philosophy" having an impact in American politics, economics, law, and literature.

More than most institutions, Chicago has always been influenced by singular intellectual figures on its faculty, including the philosopher George Herbert Mead, the sociologist Robert E. Park, and the economist Milton Friedman. Mr. Bloom's recent fame has spawned renewed interest in his Chicago mentor, the political philosopher Leo Strauss.

Both Mr. Strauss and Mr. Bloom argue that truth can be pursued only through reason. Mr. Bloom's book called for a renewed devotion to the classics of Western thought. He bitterly criticized universities for capitulating to relativism and what he said were 1960's-inspired, feel-good values.

"The Straussians have had quite an impact, both academically and politically, in the last 10 years," says Mr. Nehamas. While marginal in philosophical circles,

they have occupied important federal policy positions, including some in the U.S. Department of Education, he says.

"They don't just deal with details," says Mr. Nehamas. "They provide an explicit ideology, and that's very powerful."

Fifty years ago, it was President Robert Maynard Hutchins, Chicago's fifth president, who exhorted the faculty—and the nation—to care more about the Great Books and their value in undergraduate education. At that time, Hutchins and his orthodox undergraduate college were considered avant-garde. He and a set of powerful deans were instrumental in establishing interdisciplinary committees, some of which still hire their own professors and all of which train their own graduate students. They include the Committee on Ideas and Methods and Mr. Bloom's home, the Committee on Social Thought, which is part of the social sciences.

Interdisciplinary Research Common

As intellectual trends have shifted, some of Chicago's interdisciplinary committees have come to be seen as outmoded. Several in the humanities are up for review, and could be disbanded or restructured.

In part, that's because interdisciplinary research is common across the board. And many Chicago scholars have resisted the idea—now popular in much contemporary scholarship—that cultural factors such as race or gender affect intellectual judgments.

Chicago has not been a leader in this new scholarship on race, class, and gender. It has no formal program in women's studies; its African and African-American studies major is only two years old. If anything, the presence of Mr. Bloom and the Committee on Social Thought positions the university in the eyes of some scholars as an

Continued on Page A22

Public Policy, a Discipline Still Evolving, Focuses More on Preparation of Managers

By DEBRA E. BLUM

Almost 25 years after the first master's-degree programs in public policy were introduced, the discipline that has had to fight hard for acceptance in the academy is still experiencing growing pains.

Long regarded as an academic stepchild of political science, economics, and even business, the field of public policy is here to stay. But it continues to carve out its niche in higher education. Public-policy educators say the field is still in flux and still meets with resistance from scholars in more traditional disciplines.

"On the one hand, we are always confronted with the issue of defending our academic legitimacy, although we've pretty much cleared that hurdle," says John L. Palmer, dean of the Maxwell School of Citizenship and Public Affairs at Syracuse University. "On the other hand, we are confronted with our own evolution and our own need to constantly reevaluate things."

Most recently the discipline's evolution has been toward broadening the definition of the public-policy mission—which had been to train students to help public-sector policy makers to decide best how to analyze foreign events, draw up budgets, and handle such complex social-policy issues as health care and education. The emphasis of the original graduate programs introduced in the late 1960's and early 1970's was squarely on training such policy analysts in what was called "optimization techniques."

Now, public-policy educators display a growing belief in the importance of training people who can carry out and set policy, as well as analyze it. Public-policy graduates who traditionally worked in the public sector as behind-the-scenes, number-crunching analysts are taking more visible positions—in both the public and private sectors—as leaders and managers.

As for its balancing act, the discipline continues to struggle to find the right mix of scholarly and applied work associated with policy making, and analytical versus subjective elements of the curriculum.

Defining an Institutional Niche

While no longer considered marginal to the academic enterprise, public-policy programs at some universities continually define and defend their institutional niche.

"Not everyone understands the role of public policy vis-à-vis the traditional academic departments," says Thomas E. Cronin, acting president of Colorado College and a political-science professor who has lectured at several public-policy schools. "Many universities with public-policy programs don't know how to invest wisely in them, and they don't know how to capitalize on their existence."

Public-policy schools have "come of age" in terms of their quality, rigor, and level of acceptance, he says, but still are not completely understood by people outside the field.

Two decades ago, a handful of universities introduced master's-degree programs that focused on the study of decision-making processes in government. The programs were given a variety of names—"public policy," "public affairs," and



JOHN L. PALMER, DEAN OF THE MAXWELL SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS AT SYRACUSE UNIVERSITY. "We are always confronted with the issue of defending our academic legitimacy."

"policy science" among them. The new programs were an attempt to create an interdisciplinary context in which future public servants would be trained to make informed, rational decisions. In many cases, the programs were an outgrowth of already existing public-administration programs that were geared to teaching students to carry out public policy and not simply to analyze it.

At the same time, the new programs were seen as a backlash against those public-administration programs, which had been criticized for lacking intellectual rigor and a scholarly focus.

Heavily Quantitative System

The new degree was intended to provide professional training for government officials comparable to the quality and quantity of training available to professionals in business, law, and medicine.

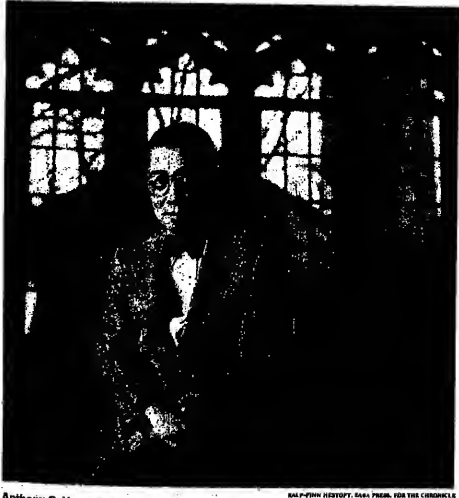
The hard edge that the discipline was seeking came in the form of a bundle of techniques, sometimes called cost-benefit analysis. This heavily quantitative system of decision making, based on economics and an analytical perspective, was at the core of most public-policy curricula.

While the system was gaining credence

Continued on Following Page



President Hanna H. Gray: "The pursuit of learning is itself a value. It does not need to be justified by showing that it has social value and civic virtue, though it does."



Anthony C. Yu, a professor of humanities: "If by leadership you mean we're always chasing what's new, I don't think many of our people work that way."

After six professors at Lindsey Wilson College learned that their annual contracts would not be renewed—and that there wouldn't be any explanation—students started protesting.

Fed up with the high rate of faculty turnover at the small Methodist-related Kentucky college, they formed a group called Students Who Care.

Since 1987, when the college changed from a two-year to four-year institution, 36 professors have left—nearly a complete turnover of the faculty. Some students believe professors are dismissed if they teach about issues related to race and homosexuality. Officials say the college is still adjusting to its new status.

President John B. Begley has appointed a committee of trustees, administrators, professors, and students to study the turnover.

Professors, who work under annual, renewable contracts, think the problem stems from the absence of a tenure system. Also, the college has the right to terminate a contract without explanation.

Duane Bonifer, a spokesman for the college, says lawyers advised Lindsey Wilson that such a policy was the best way to protect the college from lawsuits. "The most loving way, the most caring way to approach contracts," it spurs professors from having a black mark on their record, officials say.

Professors who plan to leave this year, however, say they don't feel so loved. Instead, they feel baffled about why they're being let go.

"We can only speculate," says Janet L. Boyd, one of those planning to leave. "Maybe it was the last evaluation I got from a class. Maybe it's because I wear strange earrings. Maybe it's because of my minority-literature class. I don't really know, because nobody's told me."

The California affiliates of the three major unions representing professors have decided to go at least one step further than their parent organizations in forming an alliance.

Last summer, representatives of the three national groups—the American Federation of Teachers (AFT-CIO), the National Education Association, and the American Association of University Professors—joined forces in Washington to lobby for more federal support of higher education. It was a success.

Then, last month, the unions' California affiliates announced a new statewide alliance. Called the California Crisis Committee for Higher Education, it grew out of faculty concerns about the effects of state budget cuts. The committee, made up of officers and staff members of the three groups, plans to lobby state legislators and lead a publicity campaign to dramatize the need for more support of higher education.

Public Policy, an Evolving Discipline, Focuses on Preparing Managers

Continued From Preceding Page

on the campuses, it was making a mark of the campuses as well. Policy makers in the federal government—some having earned the new degree—were using cost-benefit structures to analyze the budget and economic effects of a new series of federal welfare programs started during the Johnson Administration. Officials in the Defense Department and private organizations such as the Rand Corporation, which did studies for the military, also relied on the system.

"Public policy as a discipline helped press government in the direction of more rational, analytic methodology in decision making," says Seymour Martin Lipset, a public-policy professor at George Mason University.

The new public-policy schools eventually developed extensive core curricula that stressed an interdisciplinary mix of economics, quantitative analysis, statistics, and computer science. Additional core courses varied in different institutions, but generally focused on political and bureaucratic systems or the ethical and moral aspects of public-policy making. Most schools also required students to complete a summer internship.

At least 50 universities have since developed master's programs in public policy. A handful also offer undergraduate or doctoral degrees in the field. Some programs are housed in their own public-policy institutes affiliated with universities; others are located in arts-and-sciences colleges or in schools covering the social sciences or communications. At least one public-



Richard F. Elmore of Harvard U. "Many public-policy programs were vying with older departments for the same resources."

lic-policy program—the Ohio State University's—has found its way into the university's business college.

Wherever their location in a university, almost all of the programs have had a bit of a struggle in the academy.

From the beginning, people in the field had to ward off detractors from the more traditional disciplines who criticized the programs for being too applied, too quantitative,

or too separated from other scholarly fields.

"The fact that at many schools public-policy programs were vying with older departments for the same resources probably never endeared them, either," says Richard F. Elmore, professor of education at Harvard University.

Catherine B. Riddler, executive director of the American Political Science Association, says that while individual scholars in politi-

cal science may have slumped public policy, her field as a whole has embraced it. "Political scientists are recognizing that public-policy specialists are filling in our understanding of politics," she says. "The source of awkwardness and prejudice toward public policy has more to do with organizational matters than with the field's contribution to a body of knowledge."

Jobs in the Public Sector

Muster's prognosis, she says, tends to be more upbeat and less theoretical than doctoral programs and thus in most fields command less respect.

Public-policy programs have found more unqualified acceptance in government and industry. Although the degrees seldom hold the same status or command the same salaries as other professional degrees, such as the master's degree in business, they are respected and sought after.

The majority of public-policy graduates choose to work in the public sector, divided almost evenly between the federal government on one hand and state and local governments on the other. Another large employer of graduates has been for-profit consulting firms with clients in both the private and public sectors.

A growing number of private organizations concerned with public-affairs issues, lobbying organizations, and various non-profit agencies also seek out public-policy graduates.

As the demand for these graduates outside of the government has grown, the programs have been able to meet the new needs, says Astrid R. Meigel, director of

Personal & Professional

Ohio State's School of Public Policy and Management.

"The field is evolving in its philosophy and market orientation," she says. "We understand that our graduates need more political and managerial skills to handle the political, administrative, legislative, and executive roles they are beginning to fill."

Juel L. Heistman, first vice-president of Duke University's Center for Public Policy, served as director of its public-policy institute for 12 years. He thinks recent changes in the program represent a powerful threat to the basic tenets of public policy.

"The whole idea of public policy was to bring back together again the disciplines of politics and economics that Adam Smith put together," he says. "But we have to be sure that in this climate of adding new courses to the core there is no weakening of the discipline that students understand quantitative analysis."

New Issues on Agendas

Another challenge facing the field, Mr. Heistman says, is the need to apply its theories and methods to areas of policy that probably were not considered when the discipline emerged. Issues concerning health care and the environment, for example, have only recently reached the top of many political and policy agendas, he notes.

"What the public is concerned with is always changing, and it's important for schools to be responsive," he says. "As the field grows in other ways and curricula are re-examined and added to, we must make sure we are flexible enough to handle new demands and issues. But traditional enough to maintain the distinctiveness of public policy in terms of its rational, analytic, quantitative core."

Personal & Professional

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academic Libraries in Urban and Metropolitan Areas: A Management Handbook, edited by Gerard B. McCabe (Greenwood Press, 80 Post Road West, Westport, Conn. 06881; 288 pages; \$40.95 paperback; books and magazines). **A Guide to Publishing and Bookselling** (Croom Helm, Ltd., 30 Bedford Square, London, W.C.1, U.K.; 1984); 124 pages; \$24.95, plus \$5.75 for shipping. Contains information on publishing, education, and professional organizations.

Foundations and Higher Education: Dilemmas, Concerns, and Solutions, by Dennis P. McInerney (Greenwood Press, 80 Post Road West, Westport, Conn. 06881; 124 pages; \$24.95, plus \$5.75 for shipping). Discusses the historical relationship of foundations and higher education and the principles applied in grant-making decisions.

Guardians of the Flame: Historically Black Colleges and Universities, by Albert N. Whiting (American Association of State Colleges and Universities, Office of Publications, One University Circle, Suite 700, Washington 20036; 75 pages; \$15.95). A historical overview of black colleges; draws on interviews with 25 academics and presidents emeriti.

Higher Education and the Prospects of Democratic Politics: A Political Education Reader, edited by Bernard Murchland (Kettering Foundation, United States Department, 300 Commons Road, Dayton, Ohio 45424; 251 pages; \$44.95). A collection of essays that argue that colleges and universities are failing to provide students with the skills needed to be responsible citizens and leaders in a democracy.

The Working of English Teachers, by Robert Perle (University Press, 100 Brook Road, Suite 101, Hovot, Pa. 19067; 146 pages; \$24.95). Focuses on the study of approaches in teacher education to the preparation of English teachers.

Management in English Language Teaching, by Ros White and others (Cambridge University Press, 40 West 20th Street, New York 10011; \$44.50). A guide to management for English-language instructors making the transition to administrative responsibilities.

Remembering the University of Chicago Teachers, Students, and Scholars, edited by Edward Shils (University of Chicago Press, 3001 South Ellis Avenue, Chicago 60637; 288 pages; \$24.95). Presents essays by former scholars and students at Chicago who reflect on the careers of 47 of their former colleagues and teachers.

Research and Higher Education: The United Kingdom and the United States, edited by Thomas G. Whiston and Roger L. Gleser (Society for Research into Higher Education/Oregon University Press, 1901 Front Road, Suite 101, Bristol, Pa. 19007; 205 pages; \$29). A collection of papers from an Anglo-American conference held in 1989 at the University of York; topics include research productivity and the evaluation of research in American science programs on American research universities.

Time Out: Taking a Break from School to Travel, Work, and Study in the U.S. and Abroad, by Robert O'Brien and Carolyn Fitzhugh (Simon & Schuster, 1230 Avenue of the Americas, New York 10020; 333 pages; \$12). Discusses internships, study-abroad programs, and other opportunities for high-school and college students.

Values and Virtues in Catholic Higher Education, by J. Patrick Murphy (Sheed & Ward, Box 419492, 115 East Armour Boulevard, Kansas City, Mo. 64141; 252 pages; \$14.95, plus \$3.50 for shipping). Discusses the "core values" and organizational cultures of five Catholic institutions—Barry, DePaul, and Saint Mary's Universities and Trinity and Saint Mary's Colleges.

Ride to College: A Parent's Guide to Choosing the Right College, by Robert M. Newman and Philip R. Newman (Ohio State University Press, 1970 Carmack Road, Columbus, Ohio 43210; 146 pages; \$7.50). Hardcover; \$12.95 paperback, plus \$2 for shipping. Discusses the psychological development of the college-age child, and how the struggle to establish personal identity affects every aspect of a student's experience of college life.

Accrediting Team Urges Probation for North Texas Psychology Program

AN AMERICAN Psychological Association accrediting team, citing "considerable turmoil" in the clinical-psychology program at the University of North Texas, has recommended that it be placed on probation and that the APA investigate allegations of sexual harassment there.

The recommendations, which were part of a report obtained by *The Chronicle*, would be acted upon only if the APA's committee on accreditation agreed.

The committee must consider the university's response to the

site team's report. North Texas officials are now preparing the reply. If the program were put on probation, it would have two years to show that it had fully met the APA's criteria or risk loss of accreditation. But North Texas could still appeal the committee's decision, so a final determination on the program's status could take six months. "We do take exception to some things in the report and believe we can address those," said Blaine A. Brownell, the university's provost.

Elizabeth M. Altmeir, chairwoman of the committee, said it

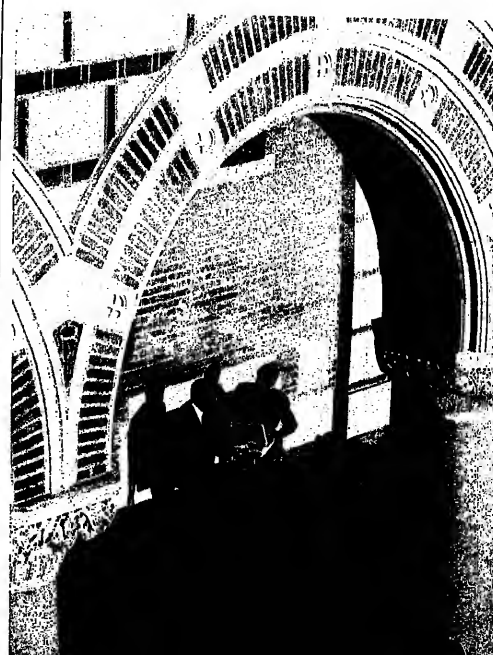
was rare for the panel to reject a site team's recommendation, but she would not talk specifically about the North Texas program. It is equally rare for the APA to put a program on probation. Only one of the 170 clinical-psychology programs recognized by APA is now on probation.

In its report on the North Texas program, the APA accrediting team said that it was particularly concerned about allegations by students that they had been sexually harassed by professors. The team was also critical of the high administrative turnover rate in

the department. The team noted that North Texas had disavowed after he wrote a negative assessment of the department for accreditors (*The Chronicle*, January 8). "The team noted with interest that a number of students commented that they believed that the program should be placed on probation," the report said.

Mr. Brownell said that, during its two-day visit, the site team had been "overwhelmed" by a small group of disgruntled professors and students.

—COURTNEY FAIRHURMAN



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At 100, the U. of Chicago Remains a Sober Standard Bearer

Continued From Page A19

opposed to many of the new intellectual developments.

But the business of preservation can be a form of leadership, argues Anthony C. Yu, a professor of humanities who, in classic Chicago style, has appointments in the divinity school, the English and East Asian Languages Departments, and the Committees on Social Thought and Comparative Studies in Literature.

Says Mr. Yu: "If by leadership you mean we're always choosing what's new, I don't think many of our people would think that way."

Philip Gossett, dean of the humanities, bristles at the conservative tug, pointing to the elevation of an interdisciplinary humanities institute, the wide range of the University of Chicago Press, and *Critical Inquiry*, a journal housed in the English department that has long featured theoretical approaches in the study of literature.

"What they've done is presume that because Allan Bloom is here we're a conservative institution," he says. "And that's false. But this is an institution that isn't concerned with defining its vision of the humanities in a single way."

'Reluctantly Meritocratic'

Gerald Graff, a literary theorist and founder of Teachers for a Democratic Culture, a group that aims to combat right-wing attacks on academics, this year joined the English department faculty. Says Mr. Graff: "I think a faculty that can boast Allan Bloom and Gerry Graff is doing all right for itself."

Mr. Sunstein of the law school says the university's "reluctantly meritocratic" atmosphere means that people are not equated with their political or intellectual positions. "People who are most insistent that racism and sexism have affected academic thinking," he says, "are insistent that there is good work and not good work and there are ways to tell."

How? Talk about it.

And talk and talk and talk. Chicago scholars love to argue, to poke holes in each other's positions, to read and critique each other's manuscripts—intensely.

Every day at noon, the Quadrangle Club fills with professors ready to argue. One table at the faculty club is reserved for chemistry professors. Another awaits business-school professors. The most prominent table in the main dining room, the Round Table, is presided over by a group of older scholars from across the university, who have held court daily for as long as anyone can remember.

Working Lunches

A handful of professors have sat at the same table—and even in the same seat—for at least 30 years, says the club's manager, Nicholas Filop.

Richard A. Epstein is a regular at the law-school table. "Lunch for me is part of work. I think people here do work harder than they do at other universities. It's seen as more of a calling and less of a job."

A multidepartmental, multimouth, Mr. Epstein is quintessen-

tially Chicago, despite his Brooklyn roots. He teaches in the law school, sends his kids to the university-operated elementary school, and skips away from the office to watch his son play in a neighborhood Little League. He is also a prolific and staunch libertarian, arguing that government regulation, in virtually every aspect of social policy, is a bad thing.

There is no shortage of profes-

"It creates eccentric people, and it allows eccentric people to flourish. And sometimes, who wants to live with eccentric people?"

sors for him to spar with. Some 70 percent of the university's professoriate lives in neighboring Hyde Park, making for an intense, if somewhat cloistered, academic environment in which scholarly arguments spill over to the aisles of nearby supermarkets and bookstores.

Its Midwestern home, and Hyde Park in particular, are crucial to Chicago's continued distinction, argues Mr. Epstein. "We don't suffer from boosterism, which I think is a very bad academic disease," he says.

To some women, though, the university is an imperfect home. Only 16 percent of the university's faculty members are women. About 9 percent are minority group members. "It's a male place," says Susan Osofsky-Medow, an associate professor of psychology and education.

Scholarly intensity need respect for seniority, she says. "It creates eccentric people, and it allows eccentric people to flourish. And sometimes, who wants to live with eccentric people?"

Finding Typocheat People

Chicago attracts students and faculty members who know what they're getting into, and why. Administrators tend to get out of the way and let faculty members do their own work. The university's budgeting structure encourages connections between departments and professional schools, such as business and medicine, through joint appointments and interdisciplinary committees. "The university has no tariffs or customs fees to pass from one of its neighborhoods to another," Mrs. Gray says.

Departments are able to recruit top-notch people, not merely fill slots, when they can make a case to the administration that they are getting an assistant professor among the best in his or her field, nationwide.

Michael Turner, a professor of astronomy and physics, says the university has always chosen to do fewer things, but to do them well. That attitude allowed him and his colleagues to create the "Map of the Universe" project in 1990. The 10-year effort, in which the univer-

sity will build its own telescope, is expected to map the positions of a million galaxies.

Says Mr. Turner: "It's very ambitious. It's high risk. But this is the time."

Similarly, Mr. Sunstein and his colleagues in the law school and political-science department have established a Center for the Study of Constitutionalism in Eastern Europe. Because they got the administrative o.k. quickly, they were able early on to collect records on the development of constitutions in seven Eastern European countries and five former republics of the Soviet Union.

Like Mr. Sunstein, scholars often have connections to several departments, as well as ties to such research centers as the Enrico Fermi Institute and the National Opinion Research Center. One of Chicago's most prominent scholars is William Julius Wilson, a professor of sociology. He works with professors from various departments as well as the opinion-research center in the Chicago Urban Poverty and Family Life Project. Researchers in the project have used surveys and conducted first-person interviews to assess why members of different racial groups respond differently to adverse economic conditions.

A 'Social Laboratory'

Mr. Wilson's work is enormous in scope. But it is unusual in the social sciences at the university, which spawned the nation's first department of sociology, earning praise for using the city as a "social laboratory."

Today Chicago's department is still among the best in the country. But scholars' work is more likely to be in mathematical modeling or "rational-choice" theory than in applied policy solutions.

Olay Orfield says he left the university precisely because its social scientists were more interested in methodological fine-tuning than in helping the people nearby. Mr. Or-

field is now professor of education and social policy at Harvard University. "It's a very theoretically oriented university," he says. "It has very weak ties to its community and to public policy in general. And where it does have ties it tends to be conservative."

But James S. Cileunian, professor of sociology at Chicago and president of the American Sociological Association, says the con-

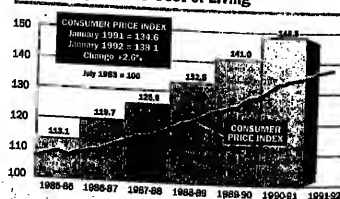
"Lunch for us is part of work. I think people here do work harder than they do at other universities. It's seen as more of a calling and less of a job."

nections between sociologists, political scientists, and economists being forged at Chicago could lead to a larger reconstitution of the social sciences nationwide.

Unprecedented Hiring Freeze

Chicago has not escaped the troubles that have beset other research universities. Late last year, President Gray announced an unprecedented faculty-hiring freeze, citing difficult economic times and possible drastic changes in how the

Faculty Pay and the Cost of Living



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federal government reimburses overhead costs for faculty research.

The freeze signals strained relations between the faculty and administration at an institution respected for a tradition of shared governance. Mr. Richter, the physicist who leads Chicago's version of a faculty senate, says he and his colleagues met regularly with Mrs. Gray on budgetary matters. "Then, bang, a week later comes this announcement that we'd never heard," he says. "It gives you a feeling of being rather poorly informed."

Mr. Biddle has resigned as the Office of Naval Research's representative at Stanford to run for Congress from the district that includes the university. He gained fame after testifying about Stanford at Congressional inquiries into universities' misuse of federal research funds.

Mr. Biddle will face at least four other contenders for the Republican nomination.

One group unlikely to contribute to his campaign: the Stanford administrators. They have accused the whistle blower of trumping up charges for his own financial gain. Mr. Biddle has filed a federal lawsuit that would give him up to 30 percent of the money the government recovers from Stanford.

He says he is only seeking what he is entitled to under the law and would give much of anything he received to charity.

A Washington lobbying group last week identified millions of dollars earmarked by Congress, without merit reviews, for individual colleges in the 1992 federal budget.

Tom Schatz, acting president of the Council for Citizens Against Government Waste, issued the list, part of a report titled "The 1992 Congressional Pig Book," at a press conference. While denouncing "pork-barrel spending," he was accompanied by two live pigs.

The publication contains descriptions of \$30 per project—at colleges and elsewhere—totaling more than \$8 billion dollars.

Among the specific examples cited by Mr. Schatz was a \$10-million appropriation from the Department of Defense to Maryland College for the construction of a building to house the Institute for Family Support Services. The institute will serve as a center for research conducted by Maryland professors into the nature of stress experienced by military families, according to Jeff Lewis, the director of college relations at Maryland.

He said the award was deserved, and that non-competitive grants are necessary to give smaller colleges a chance to compete with larger universities for government funds.

The grant was engineered by Rep. Joseph M. McDade, a Pennsylvania Republican whose district includes Maryland.

Mr. McDade is the ranking Republican on the House Appropriations Subcommittee on Defense.

Sen. Hank Brown, Republican of Colorado, said that spending money on such projects was "eliminating the future of our children." He said he planned to introduce the Spending Priorities Act of 1992, which, if passed, would set a list of criteria that would eliminate wasteful, special-interest spending.

Government & Politics

Loss of Federal Grants for Expensive Equipment Upsets Scientists at Major Research Universities

They call government shortsighted for slashing budget of small-instrumentation program at NIH

By STEPHEN BURD

THETHESA, MO. Scientists at major research universities are upset about the loss of grants from the National Institutes of Health that provided them with expensive research equipment in years past.

The grants came from the Small Instrumentation Program, which in fiscal 1992 has a budget of \$3-million, 69 percent less than last year. NIH officials have responded to the cut by eliminating most major research universities from the program.

University researchers argue that the reduction continues a worrisome government tendency of neglecting the research infrastructure. Two other NIH programs designed to support that infrastructure are also expected to reduce the number of grants they award.

President Bush did not propose increases for any of the programs in his budget plan for fiscal 1993, so the shrinkage of the programs is likely to continue.

"The loss of these funds will only exacerbate the problem of the deteriorating and obsolete academic infrastructure," says Patricia Warren, director of the Higher Education Colloquium on Science Facilities.

"The NIH is forced to cut off three programs that institutions have found essential to conducting scientific inquiry. It is not a healthy situation."

"It is yet another example of shortsightedness on the part of the federal government."

Last year, 628 institutions received grants through the Small Instrumentation Program to purchase research instruments

that cost from \$5,000 to \$60,000 apiece. Every institution that received Biomedical Research Support Grants from the NIH was eligible for an instrumentation grant.

The size of the grant corresponded to the size of the institution's Biomedical Research Support Grants, which are awarded to institutions that receive grants totaling \$500,000 or more from the NIH. The research grants are used for financing pilot studies and "bridge studies," which continue research while grant recipients are waiting to find out if their grants have been renewed, and emergency repairs and renovations to science facilities.

This year, because of the tight budget for the Small Instrumentation Grant Program, the NIH will award those grants to half the institutions that received them last year. Agency officials have decided to give the grants to "the lower half" of the group—those institutions that received less than \$21,600 in Biomedical Research Support Grants last year—says Sonya Krumm, a special-programs officer at the NIH.

Scientists and administrators at large research institutions question the decision to cut them from the program. "Here we have major universities with deteriorating facilities getting neither gratuitous help in trying to maintain the country's eminence and competitiveness in scientific research," says Edward Lammiman, dean of social sciences at the University of Chicago.

A 'Significant Negative Effect'

Curfand Hershey, vice-chancellor for health affairs at the University of North Carolina at Chapel Hill, says the loss of the instrumentation grants will have a "significant negative effect" on research at his institution. The university received \$167,000 from the program in 1991 and will receive none this year, he says.

"This will leave us with an inability to provide for our investigators the instruments and equipment that enable them to be productive scholars," he says.

According to Mr. Krumm, the NIH decided to provide the grants to the lower-half institutions because it would be easier for the major research universities to find other sources of money for instrumentation. "The larger institutions have a greater base from which to get funds," he says.

Researchers at the institutions that still qualify for the awards agree. "A small amount of money for the acquisition of small instrumentation has a greater impact on a small research institution than it does on a larger one," says Elizabeth C. Lieberman, director of the Office of Sponsored Research at Wellesley College.

Ms. Lieberman says that major research institutions are not the only ones conducting important scientific studies. "Larger institutions tend to have a bias against the research done at smaller schools," she says.

"The research that is done at colleges like Wellesley is as important and is of as high quality as research at large uni-

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Adjustment of U.S. Weapons Laboratories to Post-Cold-War Era Stirs Policy Debate

By KIM A. McDONALD

WASHINGTON The end of the cold war and efforts to reduce the U.S. nuclear arsenal have forced officials at the Department of Energy to begin reshaping the missions of its three nuclear-weapons laboratories.

In presenting his fiscal 1993 budget request last month, Energy Secretary James D. Watkins explained that his department would shift its resources from nuclear-weapons development toward activities involving the dismantlement of warheads and efforts to clean up nuclear wastes.

"The missions of the weapons laboratories are shifting rapidly from swords to plowshares," he said.

How rapid that shift should be and how the laboratories should be reconfigured are matters of major contention among policy makers.

'Everlast' Diversification

In a letter this month to Mr. Watkins, Rep. George E. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology, said he believed the department should concentrate its nuclear-weapons research in one laboratory.

"The nation no longer needs three nuclear-weapons labs, all of which are trying desperately to retain as much of their defense activity as possible, while also diversifying feverishly toward civilian missions," he wrote.

The DOE's three weapons laboratories are the Lawrence Livermore National Laboratory in Livermore, Cal., and the Los Alamos National Laboratory in Los Alamos, N.M., both of which are operated by the University of California, and the Sandia National Laboratories in Albuquerque, N.M., which is operated by AT&T.



Edmond A. Frieman: "It's clear that the world is changing rapidly, so a proposal such as George Brown's could end up being terribly counterproductive."

ququerque, N.M., which is operated by AT&T. The laboratories conduct weapons-related work but are also major centers for research in nuclear fusion, materials science, and biotechnology.

Mr. Brown recommended in his letter that the Energy Department, over the next three to five years, transfer all of the nuclear-defense and nuclear-non-proliferation research done at Livermore to Los Alamos.

Livermore, which devotes about half of its research to nuclear-weapons work, would be converted "under Mr. Brown's

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States Re-Evaluate Financing of University-Industry Collaborations

Continued From Page A1
starting to get a little suspicious about investing in applied research as an economic-development tool."

Their impatience has been intensified by the recession. Many politicians now believe state funds would be better spent on programs that have a faster, more direct impact on industry. Many of the new economic-development strategies are designed to provide quicker aid to industries, such as help in modernizing manufacturing or eliminating barriers to new markets.

While the new approach means some research universities will no longer reap the side benefits of state largesse, experts say other sectors of higher education—particularly community colleges—could ultimately benefit, as states apply more of their economic-development funds to such strategies as improving worker training.

Some Maintain Support

Some states, including New Jersey and Texas, still strongly support their research programs and have substantially maintained their financing. And some governors, notably Iowa's Terry Branstad, a Republican, are proposing budget increases for economic development based on university research.

But examples of disenchantment abound.

Pennsylvania has trimmed financing for the Ben Franklin Centers from a 1988-89 high of \$31.1 million to about \$25 million.

Financing for Ohio's Edison Program has increased, but the entire program is being re-evaluated. Gov. George V. Voinovich, a Republican, has said he wants to be sure the state is getting an adequate return on its investment.

2 Key Characteristics

Research-based, economic-development programs in Illinois, Massachusetts, Nebraska, and Virginia have all been cut, revamped, or challenged on their effectiveness.

While the programs' financing levels and operations vary, most share two key characteristics: They exist in states where severe financial problems have occurred, and they were created under the administrations of governors who are no longer in office.

The challenge to Virginia's program, the Center for Innovative Technology, is typical.

There, Gov. L. Douglas Wilder, a Democrat, had proposed reducing state support for the center by 34 percent, to \$6.7 million from \$10.2 million, in the first year of the 1991-93 biennium. He would suspend all financing for the second year, pending the outcome of an overall review of the program. About two-thirds of the center's budget is used for university research grants, which must be matched by support from industry.



Ragar W. Elliott of Texas's higher-education board: "The state programs have turned to avelation a little too late."

Secretary of Education James W. Dyke Jr. says the state needs to "make sure the research that is being supported at the universities really meets industry needs."

Officials of the center say it has been effective. Its success stories include about \$2.6 million in grants to Virginia Polytechnic Institute

and State University for fiber-optic research that attracted \$7.5 million in private support and helped several companies in the Roanoke Valley region.

Mr. Dyke insists the Wilder administration is not out to kill the center, which was started in 1984 under then-Gov. Charles S. Robb.

And Mr. Dyke credits the center for having "had some sporadic successes." But in times of tight budgets, he says, Governor Wilder wants "a more focused approach."

Business support for the center has been less than wholly enthusiastic, but its legislative backers have been successful in reviving its financing. The Virginia House of Representatives has recommended restoring financing for the center to about \$8.2 million annually; the Senate, to about \$9 million. The two houses are expected to reconcile their differences by next month, but the Governor could still veto the money from the budget.

No Rescue in Illinois

The Illinois General Assembly produced no similar rescue campaign when the Illinois Technology Challenge Grant Program came under fire. Created in 1989, the program provides grants to university research labs, and private companies. It received \$28 million in 1989-90 and \$17.3 million in 1990-91. In the current year's budget, it received \$7.3 million.

Some of the reduction was proposed by the state's new Governor, Republican Jim Edgar. But the final cuts came from Democratic legislators, according to David E. Baker, president of the Illinois Coalition.

"They were looking for 'Republican programs' to cut, to generate more money for spending on social programs," Mr. Baker says. "It was technology versus welfare." The



End Paper: An Artist Who Speaks Like a Prophet B56

new contract. Despite such occurrences, neither the auditor nor Rocky Cross, the Highland County prosecutor, thought criminal charges should be filed.

Mr. Cross said it was a civil matter and that he would turn it over to the state Attorney General for further action.

No charges were brought against Lewis C. Miller, who was president of Southern State for 13 years until he retired in 1988. His lawyer, Thomas L. Rosenberg, said Mr. Miller was pleased. As for the auditor's findings of mismanagement, Mr. Rosenberg said: "Any college president looking back in hindsight would probably do things differently." —M.C.C.

Briefly noted

■ With Maryland scheduled to abolish its state governing board for community colleges on July 1 and shift authority for the institution to the state's Commission on Higher Education, the trustees and presidents of Maryland's 17 community colleges have organized the Maryland Association of Community Colleges. The association, which will be financed by the community colleges, will lobby for the institutions.

■ The Florida Board of Regents has selected a 420-acre site off Interstate 75 south of Fort Myers as the site of the state's 10th university. The timetable for developing the new institution depends on how and when the state resolves its current budget problems.

STATE NOTES

- **Kentucky to change appointment process for university boards**
- **Private-college pledge on student aid saves Virginia state grants**
- **Florida's governor says he will veto 3% cut in top state salaries**
- **Ohio audit finds mismanagement by community-college officials**

Under any new system, the issues will remain the same. Only the faces are going to change." —MARY CRYSTAL CADE

■ **Virginia's Gov. L. Douglas Wilder has decided not to cut a tuition-assistance program for residents who attend private institutions.**

In exchange, private-college officials have promised that they will provide sufficient financial aid to low-income students.

Originally, the Governor's office proposed converting part of the money appropriated for the private-college grants into need-based aid. But the Council of Independent Colleges in Virginia argued that the grant program was an important source of financial aid for middle-class residents. The council noted that the size of the grants had been reduced in recent years because of the state's budget troubles.

The tuition-assistance grants have dropped from \$1,300 in 1989-90 to a low of \$1,350 in 1990-91. The grants are now about \$1,400. Under the compromise, in which the private colleges will

provide enough aid for low-income students, the state grants would remain the same. —M.C.C.

■ **The Florida Legislature has approved a budget that would slice 3 per cent from the salaries of the state's highest-paid employees—many of them faculty members at state universities.**

But Gov. Lawton Chiles, a Democrat, has promised to veto the legislation.

Under the Legislature's measure, the salaries of about 2,200 university faculty members and administrators would be cut 3 per cent. The money saved—about \$10.4 million—would then be used to provide raises to low-paid employees without increasing taxes.

Governor Chiles said the Legislature's budget did not provide enough money for education and other programs. His proposed per-cent pay raise for all state employees, calls for some tax increases.

Patrick Rordan, a spokesman for the university system, said the Legislature's measure was an in-

dicution of Florida's attitude about higher education. "It says the Legislature has contempt for the faculty of the university system," Mr. Rordan said. "This sends a signal to the faculty to leave Florida. Get out while the getting is good." —OLOIE HILMENSTYK

■ **Ohio's auditor said he had found numerous examples of mismanagement by former administrators of Southern State Community College.** But he concurred with the local prosecutor that there were no grounds for criminal charges.

According to the audit, at least \$15,000 was spent between July 1984 and June 1989 by campus officials without approval of the Board of Trustees and without going to bid.

College officials also signed a three-year contract with a local farmer who was allowed to use a \$25,000 barn in exchange for providing a laboratory setting for agriculture students.

In 1985, at the end of the contract, college officials simply left the barn on the farmer's property—free of charge and without a

Government & Politics

THE CHRONICLE OF HIGHER EDUCATION

Section 2

February 26, 1992



The First Round of the Culture Wars

Liberals are losing because they have not heralded their achievements

By Gregory S. Jay

AT THE ANNUAL MEETING of the Modern Language Association in December, a distinguished panel of senior scholars answered charges that humanities education was being politicized and corrupted by the forces of "political correctness." As I listened to those eloquent voices, I found myself growing uncomfortable. I knew we were in some vague sense "on the same side," but something was wrong with the way the counterattack was taking shape.

In rebutting conservative accusations that leftist academics were biased, narrow-minded, motivated by politics, and a threat to scholarly objectivity and academic freedom, the panel answered by accusing the conservatives of being biased, narrow-minded, motivated by politics, and a threat to scholarly objectivity and academic freedom.

While there is probably some truth in both sets of charges, it does not explain the turmoil on campuses and in the media about PC. The charges and countercharges obscure a deeper and more intractable problem that cannot be resolved by the calls that I heard at the MLA convention for tolerance, pluralism, or academic freedom.

Put simply, the truth is changing, and a lot of people don't like that. At some point, disagreements about the truth are too basic to be resolved by invoking objectivity and

diversity, since in practice not every opinion can receive equal respect and equal weight. In education, we do not teach all opinions about the truth, only those about which a professional community of scholars has reached some consensus—if only for the time being.

The consensus about the truth among scholars in literature, history, and other fields has begun to change radically, and it is this new set of truths that we must explain and defend. We should not pretend that scholarly developments in feminism, multiculturalism, and gay and lesbian studies, for example, can be integrated into college curricula without threatening the truth as it previously has been taught.

Ironically, some conservatives are making this same point in criticizing the assault on "political correctness." Writing in the

December 26 issue of *The Wall Street Journal*, Robert K. Kellner, former undergraduate editor of the *Priceton Sentinel*, a conservative student newspaper, objects to those conservatives who use popular slogans about "academic freedom" and "free speech" that dishonestly mask their real goals. Many conservatives, he bluntly admits, "actually want a politically correct campus. . . . Conservatives never sought parity with the campus liberals. We sought—and still seek—ascendancy. We wanted our universities to craft conservative curricula."

Mr. Kellner points out that the university has never been and can never be "just an empty shell—a repository for any mutant ideology that might choose to take up residence." A university, I would add, is not obligated to establish White Supremacy Centers as a balance to African-American studies programs and need not offer a course on "The Holocaust of the Holocaust" or "The Inherent Inferiority of Women" to make the curricula more pluralistic.

Mr. Kellner and I agree, then, that free speech and academic freedom are not the essential issues. Professors of biology are not infringing on anyone's academic freedom when they decide to teach the theory of evolution, based on scientific empiricism.

Continued on Page Nine

OPINION

The First Round of the Culture Wars: Liberals Are Losing

Continued from preceding page

claim, and not scientific creationism, based on a literal interpretation of the Bible. A student cannot use the right to "free speech" to justify wrong answers on the biology mid-term, either. Should every class in American history be required to remain neutral on whether Native Americans were the victims of genocide? Should geography professors include material in their courses on the flat-earth theory or mathematicians professors give respectful ear to those arguing that two plus two equals five?

WE FACE A MESSY reality in education: There is always a fine line between opinion and truth, and our job has to be the drawing of that line. How else can we grade papers, evaluate theses, or pronounce a manuscript publishable? Of course, truth in this context is never absolute, unshakable, or timeless. Academic truths represent the rough consensus of a professional community as it evolves over time, and such truths depend upon the establishment and use of professional criteria.

As academics we have recognizable ways of changing the truth: We do research, we find evidence, we present arguments, we try out new ideas, we test hypotheses against test cases. Finally, we must persuade audiences of our peers (and less often, unfortunately, the general public) that we are right. These "legitimation" procedures are never perfect, they are always subject to our frailties, including our personal tastes, beliefs, self-interest, and political convictions. The process can maintain its integrity only if it allows new truths to emerge.

Educators cannot escape the contradiction built into the impossible job that society has assigned to us. We are asked, as Mr. Kefauver reminds us, "to convey the traditions and values of our society from one generation to the next." But we are also charged, as he fails to mention, with the task of producing new knowledge. Over the last 20 or 30 years, scholars in the humanities have used the traditional legiti-

mation procedures of their profession—the refereed article, the scholarly monograph, the conference presentation, the tenure and promotion process, the classroom dialogue—to produce an astonishing body of new knowledge about how cultures treat those groups and individuals who are branded as *not* belonging to the dominant society.

Contrary to some accounts, this knowledge was not produced by a group of "tenured radicals." It began as an insurgency among part-time and untenured women, among minority intellectuals, and among gay and lesbian scholars—among, in short, the have-nots of academe. In short, the mainstream was turned away from the "close reading" of the New Criticism—whose stress on aesthetic issues often went hand in hand with a conservative political agenda—and turned to the theories of cultural criticism available in French post-

ing thrown out of the curriculum in favor of Westerns, comic books, or *teapots* books by women and people of color, the reality is that curricular changes have not everywhere kept up with the new scholarship. Alarmed by the bad publicity generated by critics of PC, the MLA commissioned a survey of 600 English professors last year to see when books and authors they were requiring. The results were not surprising to anyone who teaches every day in an English department or to anyone who has actually bothered to go to a campus bookstore. Hawthorne, Thoreau, Melville, and Emerson, for example, were still ranted the most important authors for courses on 19th-century American literature.

Phyllis Franklin, the executive director of the MLA, told *The Washington Post* last month, "The canon is alive and well. People in our field are relatively conservative when it comes to selecting the works they assign students to read." Ms. Franklin's



"We face a messy reality in education: There is a fine line between opinion and truth, and our job has to be the drawing of that line."

structuralism and British Cultural Studies, both of which reject "art for art's sake" and stress how works of culture belong to the larger struggles of their societies. It is a testimony to the soundness of the legitimation procedures that such modes of criticism became fairly widespread and respectable, despite the fact that most tenured faculty members initially disagreed with them.

The resistance to this new knowledge continues to be formidable. Although we hear much in the press about classics be-

ing thrown out of the curriculum in favor of Westerns, comic books, or *teapots* books by women and people of color, the reality is that curricular changes have not everywhere kept up with the new scholarship. Alarmed by the bad publicity generated by critics of PC, the MLA commissioned a survey of 600 English professors last year to see when books and authors they were requiring. The results were not surprising to anyone who teaches every day in an English department or to anyone who has actually bothered to go to a campus bookstore. Hawthorne, Thoreau, Melville, and Emerson, for example, were still ranted the most important authors for courses on 19th-century American literature.

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I suspect that the truth one learns about Shakespeare or Shelley or Melville in many classrooms today is not the same truth that was taught in the 1950's or even the 1970's. In fact, the new scholarship represents a marked improvement over that of previous generations, for it includes much that was overlooked or left out. Post-colonial theory now helps us to see how Shakespeare's *Othello* and *The Tempest* dramatize England's engagement in imperialism. Feminist criticism, likewise, combines with new historical scholarship to improve our understanding of gender roles in the Renaissance and of the way popular theater reproduced or subverted them. Deconstructive criticism questions the long-held belief that Romantic poets saw a living correspondence between nature and language, for they show instead how skeptical Shelley and others were about the powers of representation.

AS EVE BROOKWICK ARGUES in *Epistemology of the Closet*, gay and lesbian studies concern themselves with how everyone's sexuality is constructed by society and shed tremendous light on the literary works of dozens of "straight" canonical authors. In canon-busting (and notorious) *Heath Anthology of American Literature*, we can read the literature of Native Americans along with the narratives of the explorers and pilgrims who dislaid to be "discovering" America. My point, then, is that the best way to answer the conservatives is not by reaffirming academic freedom or free speech,

but by pointing to the legitimate achievements of the new scholarship and criticism. The conservatives offer only a political attack and do not back it up with intellectual work that matches the new scholarship in quantity or quality. We ought to be proud of the new knowledge and new truths that we are producing and ready to defend them on intellectual as well as political grounds.

IF THIS KNOWLEDGE fits more humanistically into our nation's long-deferred dream of achieving a democratic society, and if in its own small way it contributes to lessening the bigotry and discrimination that have been traditionally a part of higher education, then we have nothing to be defensive about. The knowledge and values expressed in the new scholarship are better than the old wisdom of elitism, prejudice, authoritarianism, and inequality, and we ought to be forceful in saying so.

Yet what good does it do to say such things if it's only to such other? Academic liberals and leftists have lost the first round of the culture wars to the conservatives, who have a sophisticated understanding of how to get their ideas translated into plain English and public policy. Meanwhile, the rest of us have ignored the job of communicating the value of our work to a larger public audience. If we feel misunderstood, much of the blame has to be our own. If we feel misrepresented, then we had better get to work on representing ourselves and our work in more accessible and persuasive ways.

Gmated, the conservatives have a huge financial support network and are given frequent space in the pages of *Newsweek* as well as *Cumtury*, *The New Criticism*, and *The Wall Street Journal*. But contrast this to the proliferation of specialist academic periodicals, in which brilliant critics consume countless hours to communicate with a few hundred like-minded scholars. We have *Critical Inquiry*, *Dialectics*, *New Literary History*, *Signs*, *Representations*, *Cultural Critique*, but no general-interest magazine that reaches outside the academy.

Without abandoning our necessary scholarly projects, we ought to think about shifting some of our time to speaking and writing for the public. More of us need to write books for the general public that explain aspects of the new scholarship and show how valuable it can be in practice. We need to meet and cultivate journalists and editors and write opinion pieces for newspapers and magazines. We need to challenge the book-review practices of the print media, where academic work is often ignored or ridiculed. We need to think about the relative absence of academic intellectualism from television news and commentary shows and propose the development of programs that bring the new scholarship into that medium.

Such efforts are becoming even more imperative as budget cuts provide opportunities to end reforms or close down controversial programs. The conservative attack proves that there is no ivory tower and that we will not be allowed to pursue our work on campus if we cannot make that work understood and influential in the world around us.

Gregory S. Jay is professor of English and comparative literature and coordinator of the graduate program in modern studies at the University of Wisconsin at Milwaukee. His latest book is *America the Scrivener: Deconstruction and the Subject of Literary History* (Cornell University Press, 1990).

OPINION

OPINION

LETTERS TO THE EDITOR

Public Universities: Realities and Challenges

TO THE EDITOR:

John J. Clayton's Point of View, "America Is Destroying Public Higher Education" (January 29), fails to reflect the reality and challenges that our present financial crisis present for U.S. universities.

The reality is that government, whether state or federal, has fewer dollars for programs of any kind, including those for teaching and research. The challenge to universities, like that to other organizations, is to find new ways to achieve our priorities and to eliminate those which are of less value to us. This is as true in the independent sector, which Clayton dismisses, as in the public sector.

Professor Clayton concludes with a reference to the violent movie *Blade Runner* to convey his apocalyptic vision of a possible future. We need his better vision, skills, and intelligence to create alternative solutions to our problems, not a sense that our present troubles will present us with a Hollywood disaster—either good or bad.

RICHARD L. McDOWELL
Dean
Chapman University
Orange, Cal.

TO THE EDITOR:

Amazingly, John J. Clayton's opinion piece obviates his own lead illustration of the Polish window washer: "That man is putting two sons and a daughter through university! You understand? And that's America."

Yes, he was busy working and saving for the revered goal of a college degree. Busy with economic self-interest. Busy exemplifying an ethic of productivity. Busy with a dedication toward family commitment. He evidently was not busy cajoling government for handouts, schools for awards, or banks for loans.

Instead of individual responsibility, thrift, self-determination, and family sustenance, Professor Clayton offers us the palliatives of increased taxes, the debt, and greater governmental control. That's America?

HENRY J. STONIE
Chair of the Humanities
and Social Sciences Division
Emerson College
Boston

TO THE EDITOR:

One of John J. Clayton's comments demands a response. In dis-

cussing the rising costs to students at the University of Massachusetts, he says, "What's happened to low-income students? They go to inexpensive community colleges near their homes—or they just don't go." And what, precisely, is it that disturbs Professor Clayton about students attending an inexpensive community college?

Community colleges typically educate students at a full-time equivalent cost approximately half that of a research university. Part of the reason is because our faculty are hired to teach and encouraged to do research (not the other way around).

At my community college, 42 per cent of the arts-and-science (that is, transfer) faculty have earned the appropriate terminal degree in their fields; 30 per cent . . . attend more than one instructional-improvement assessment session annually. The assessment results indicate: 31 per cent received support from the college to attend at least one professional seminar or meeting last year; and 8 per cent either published a paper or participated in a professional meeting.

Studies conducted by the Washington State Board for Community and Technical Colleges show that community-college students who transfer to four-year schools in the state consistently earn higher grade-point averages than native students at the same level. It would appear that lower-division students, no matter what their income level, might be making a smart academic decision by choosing those "inexpensive community colleges near their homes."

RICHARD D. FULTON
Dean
Clark College
Vancouver, Wash.

TO THE EDITOR:

Professor John J. Clayton is sadly mistaken when he says that America is destroying public higher education. What he should have said is that American higher education in general has destroyed itself. Where was Professor Clayton during the last 30 years? On an extended sabbatical or what?

The general public is not to be frightened as tenured and cloistered professors of English would assume. In fact, I believe that the vast majority of the public can be fooled only a very short time. During the 1960's and the 1970's, the public witnessed

the politicization of the universities. All values and standards were denied as discipline and decorum were emptied from academic circles. Costs went up while results went down.

During the 1980's, we saw the advent of the Soviet-Marxist term "political correctness" as a form of behavior imposed on students and faculty in the interests of the cliques now dominating the universities. Recently, a number of universities have been accused of irregularities in the use of federal funding.

We have failed to educate our students and we have failed miserably. If we would only admit this fact, we would be on our way to a reform that would raise our students to new heights of achievement. But Professor Clayton and his ilk will not do this. They prefer to blame the whole country for what is essentially their fault. The remedy lies in admitting that the catastrophe has already occurred and that none of us who ever entered a classroom to lecture may be exonerated.

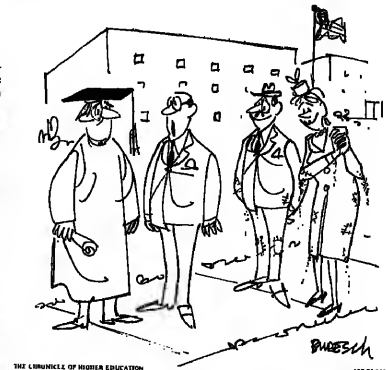
We must begin anew by exterminating all favoritism, demanding hard work, refusing to kowtow to any special-interest groups, ruthlessly expelling students who have no ability, no talent. . . . Colleges and universities, in the use of federal and state funds, must return to integrity. If we do this, Professor Clayton's predictions for the 21st century need not be our future. But Professor Clayton and his supporters will have to get off the physical bandwagon and accept their share of the blame.

MICHAEL SUEZZI
San Diego

NAFEO and the making of educational policy

TO THE EDITOR:

Over the past month, I have read a number of articles ("President of Black-College Lobbying Group Stir Forth With Claim ACE Is Racist," January 2, and "Black-College Presidents Plan Summit" Amid Disparagement With Lobbying Group," January 15) and letters to the editor ("Charges of Racism Against the ACE's President," January 22) concerning the leadership of the National Association for Equal Opportunity in Higher Education and the formulation of education policy by the Amer-



"Let us get this straight. There's a tug-of-war going on as to whether you want to take postgraduate courses?"

ican Council on Education. I have noticed how the issues have taken an interesting turn from possible exclusionary policy development by ACE to victimizing the victim, NAFEO.

The central public-policy issue raised by NAFEO's president, Samuel L. Myers, is how education policy is made in this country. Anyone knows that policy decisions are formulated over lunch, at country clubs, in back rooms—places which have tended to exclude African Americans and other minorities. We have been told and it has been confirmed that the "group of six" have frequent breakfast meetings in which policy issues are discussed. We have also been told that it is not necessary to exclude that group to a gang of seven or eight when issues pertaining to minorities and women are discussed, because these special-interest groups are members of the larger interest groups.

This response is unacceptable. When broad public-policy issues which affect the fair treatment of women are on the table, then I believe that the breakfast group should include appropriate representatives from women's groups. In addition, when the broad public policy centers on African Americans, then I believe that representatives of African-American groups should be sitting at the breakfast table with the group of six. Although the breakfast meetings, without the presence of representatives from the special-interest groups, may not have been overtly intended to unfairly treat African Americans, other minorities, and women, these meetings may covertly produce policies which unfairly treat these groups.

A troubling question raised by your news analyses is whose interests are being served by the obvious attack on NAFEO's leadership. It is no coincidence that these attacks come after Dr. Myers questions why African Americans are left out of the formulation of educational policies which directly affect them. African Americans should be suspicious of how education policy is being made in this country. Over the past 10 years, the number of doctorates received by blacks declined by 23 per cent. Minority scholarships are being legally challenged. Retention rates of African-American students and African-American faculty members are at exceptionally low levels. The type of healthy suspicion raised by Dr. Myers about the fairness of the aforementioned process is the key to African Americans' continued survival and progression in this country.

NAFEO has been an important vehicle in the articulation and formulation of African-American higher education. I do believe that it is important for institutions to work well and to run efficiently for the people they serve. In addition, institutions continually need to re-examine their missions and their effectiveness. As I understand the organizational structure of NAFEO, mechanisms exist for this reassessment. This empirical reassessment, however, should be done independently and should not be allowed to cloud the issues at hand.

Regrettably, islets are being used to shift our focus from the most important issue. The personal charges against the leadership of NAFEO or ACE have distracted our attention from the real issue: Is the behavior of ACE conducive to a fair development of educational policies that have no impact on minorities and women in this country? This issue, thus far, has not been adequately addressed.

HOWARD (PETE) RAWLINSON
Vice-Chairman of the Committee on Appropriations
Maryland House of Delegates
Annapolis, Md.
Assistant to the President
The New Community College of Baltimore
Baltimore

The "group of six" to which one correspondent refers comprises the leaders of the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, the Association on Education, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

—THE EDITOR

Scientists must enter federal-budget fray

TO THE EDITOR:

Last readers mistake Albert H. Teich's views in "Discussions of Setting Science Priorities: Are Filled With Misunderstandings" (Point of View, January 22) for inside-the-Continued on Following Page



"What makes you think I would look good with a pony tail?"

CARLE CABLE



THE SUMMER OF HER 39TH YEAR, ELEANOR COULD BE FOUND MOST EVENINGS ON A HILL (KNOWN LOCALLY AS "ROBERT'S HUMP") DOING AEROBICS OF HER OWN DESIGN.

CHRYL BUREL

ASSOCIATE PROFESSOR IN AEROSPACE

QUT is one Australia's newest and largest universities with around 85,000 students in six campuses.

The School of Electrical and Electronic Systems Engineering within the Faculty of Built Environment and Engineering is a teaching, research and consulting unit with close ties to the industry. The School is active in research and development in the field of electrical and electronic engineering, but has a heavy concentration in aerospace engineering. The appointment will be for a four-year degree course in 1992 which will cover the field of Aerospace Avionics Engineering. The appointment will be in the area of Aerospace Avionics Equipment and Aerospace Control Systems.

Within QUT is a Space Industry Development Centre for Satellite Navigation (SATNAV) which is a major research and development centre in the field of Global Positioning Systems (GPS) and related technologies with the aim of providing a research and development service to the industry. The appointment will be in the area of Satellite Navigation Systems. The appointment will be in the area of Satellite Navigation Systems. The appointment will be in the area of Satellite Navigation Systems.

Women are under-represented at QUT at this level and therefore suitably qualified women are especially encouraged to apply.

QUALIFICATION/REQUIREMENTS: Applicants should hold the university credential degree in Aeronautical Engineering or Electronic Engineering. Experience in the following areas would be desirable: Avionics, Navigation Systems and Avionics Equipment. The appointment would also be desirable. The appointment would be in the area of Satellite Navigation Systems. The appointment would be in the area of Satellite Navigation Systems.

TERMS OF EMPLOYMENT: The appointment will be for a four-year degree course in 1992 which will cover the field of Aerospace Avionics Engineering. The appointment will be in the area of Aerospace Avionics Engineering. The appointment will be in the area of Aerospace Avionics Engineering.

APPLICANTS: Applicants should send their curriculum vitae, a letter of interest, and a list of references to the Personnel Office, QUT, Locked Mail Bag 924, St. Lucia, Queensland 4072, Australia. The closing date for applications is 15 March 1992. 5.00 pm.

An Equal Opportunity Employer.

UNIVERSITY OF LONDON Institute of United States Studies

APPOINTMENT OF DIRECTOR

Following a review of the future of the Institute, the University wishes to appoint a full-time Director from October, 1992. Applicants will be considered for the post on a permanent basis. The successful candidate will be responsible for the overall management of the Institute and for the development of its research and teaching activities. The post is a senior position and will involve a significant degree of responsibility. The successful candidate will be expected to have a high level of academic achievement and to be able to lead a team of staff and students. The post is a senior position and will involve a significant degree of responsibility. The successful candidate will be expected to have a high level of academic achievement and to be able to lead a team of staff and students.

Candidates should send a curriculum vitae, a letter of interest, and a list of references to the Personnel Office, QUT, Locked Mail Bag 924, St. Lucia, Queensland 4072, Australia. The closing date for applications is 15 March 1992. 5.00 pm.

Further particulars available from the Director of Administration, University of London, Senate House, Malet Street, London WC2E 7HU. Closing date for applications: 31 March 1992.

Applicants should send their curriculum vitae, a letter of interest, and a list of references to the Personnel Office, QUT, Locked Mail Bag 924, St. Lucia, Queensland 4072, Australia. The closing date for applications is 15 March 1992. 5.00 pm.

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香港城市理工學院 City Polytechnic of Hong Kong

HEAD ACADEMIC PLANNING UNIT

A new unit has recently been formed to coordinate academic planning in the polytechnic. The unit will support and coordinate the academic planning of the polytechnic. The unit will support and coordinate the academic planning of the polytechnic. The unit will support and coordinate the academic planning of the polytechnic.

The successful candidate will be able to demonstrate a sound understanding of strategic planning processes and an ability to discern the relevance of critical information. Analytical skills, competence in computing and oral writing, and a capacity to collaborate effectively with senior management are additional requirements.

A relevant post-graduate qualification is expected and experience in a higher education system would be an advantage. The appointment will be made on a full-time basis and conditions of service will be in accordance with the Polytechnic's conditions of service.

TERMS OF EMPLOYMENT: The appointment will be for a four-year degree course in 1992 which will cover the field of Aerospace Avionics Engineering. The appointment will be in the area of Aerospace Avionics Engineering. The appointment will be in the area of Aerospace Avionics Engineering.

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WORLD MARITIME UNIVERSITY

The World Maritime University (WMU) is established under the auspices of the International Maritime Organization, a specialized agency of the United Nations. Located in Malmö, Sweden, the University is a unique institution of 200+ primarily from developing countries, and is the only specialized university in the world devoted to the study of maritime law.

LIBRARIAN

Applicants are invited to submit qualified persons for appointment to the position of Librarian. The Librarian will be responsible for the development and maintenance of the University's library. The Librarian will be responsible for the development and maintenance of the University's library. The Librarian will be responsible for the development and maintenance of the University's library.

The successful candidate will have an appropriate degree and several years of professional experience in an academic or research library. The successful candidate will have an appropriate degree and several years of professional experience in an academic or research library. The successful candidate will have an appropriate degree and several years of professional experience in an academic or research library.

ACADEMIC REGISTRAR

The primary responsibility of the Academic Registrar will be to manage the University's academic records. The Registrar will be responsible for the development and maintenance of the University's academic records. The Registrar will be responsible for the development and maintenance of the University's academic records.

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THE LEONARD DAVIS CENTER FOR THE ARTS at the City College of New York/CUNY

Tenure track positions anticipated Fall 1992

ASSOCIATE PROFESSOR IN COMMUNICATIONS, FILM/VIDEO DEPT. with majors in Film/Video, Journalism, and Public Relations. The position is for a tenure-track position. The position is for a tenure-track position. The position is for a tenure-track position.

ASSISTANT PROFESSOR OF ELECTRONIC MUSIC. The position is for a tenure-track position. The position is for a tenure-track position. The position is for a tenure-track position. The position is for a tenure-track position.

ASSISTANT PROFESSOR OF INTERIOR DESIGN. The position is for a tenure-track position. The position is for a tenure-track position. The position is for a tenure-track position. The position is for a tenure-track position.

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The University of Manitoba Faculty of Management

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UNIVERSITY OF ZIMBABWE

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS

1. LECTURERS/SENIOR LECTURERS/ASSOCIATE PROFESSORS/PH.D. 1. DEPARTMENT OF PUBLIC LAW (3 Posts)

Post 1: Applicants should be qualified and willing to teach Environmental Law at both undergraduate and postgraduate level, familiar with current developments in the subject at municipal and international level with respect to developing countries would be a requirement.

Post 2: Applicants should be qualified and experienced to teach and research in Statutory Interpretation. Knowledge of English and experience in a legal profession in a common-law jurisdiction would be desirable advantages. The successful candidate will be required to teach primarily in undergraduate Statutory Interpretation course and undertake research in this related Public Law area.

CONDITIONS OF SERVICE: Both permanent and short-term contracts are offered. Persons who are not Zimbabwean citizens may be appointed only on a short-term contract basis for an initial period of two years. Short-term contracts may be extended.

Details of applications: Applications should be sent to the Registrar, University of Zimbabwe, P.O. Box 167, Harare. The closing date for applications is 15 March 1992. 5.00 pm.

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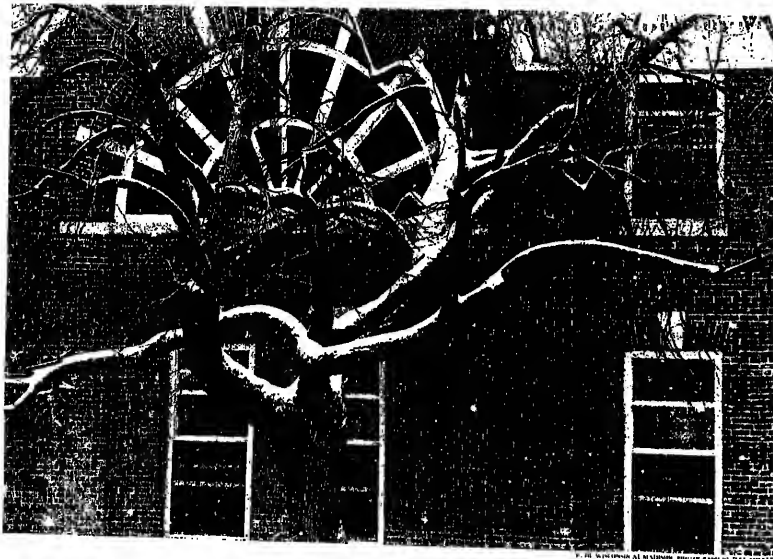
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The Chronicle: Your Window on Academe



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00802

BULLETIN BOARD: Positions available



MITCHELL COMMUNITY COLLEGE

Mitchell Community College is a member of the North Carolina Community College System. Located in Statesville, the College serves students from local and adjoining counties. Fall quarter enrollment is in excess of 1,500 students in curriculum courses and approximately 3,000 in continuing education classes. Vocational, technical, college transfer and the arts programs are offered. MCC has the following positions available:

The Assistant Dean for Transfer Studies will report to the Vice President of Instruction and will be responsible for the quality of the academic program in the areas of the Arts, Humanities, Mathematics, Natural Sciences, and Social Sciences, as well as Developmental Studies. Primary responsibilities include academic program development, budget oversight, and administration of personnel policies for the faculty and staff in the Transfer Studies Division. A Master's degree with at least 18 graduate hours in an appropriate academic discipline is required as well as at least three years of administrative/supervisory experience in a community college or other institution of higher education. The candidate must demonstrate skills in human relations, budget determination, and decision-making as well as strong team-building and communication skills.

The Assistant Dean for Technical Studies will report to the Vice President of Instruction and will be responsible for the quality of the academic program in the areas of Business, Engineering, Allied Health (including Nursing and Criminal Justice), as well as Developmental Studies. Primary responsibilities include vocational/technical program development, budget oversight, and administration of personnel policies for the faculty and staff in the Technical Studies Division. A Master's degree with at least eighteen graduate hours in an appropriate technical/vocational discipline is required, as well as at least three years of administrative/supervisory experience in a community college or other institution of higher education. The candidate must demonstrate technical expertise in current computer technology, including networks. Strong team-building and communication skills as well as skills in budget determination and decision-making are required.

These are twelve-month administrative positions with the responsibility for teaching one course per quarter.

The Director of the Learning and Media Resources Center will report to the Vice President of Instruction and will be responsible for general administration of the library and audiovisual program, including planning, budgeting, collection development, staff supervision and evaluation, public relations, and will provide leadership in the impending library automation process. An AIA accredited Master's degree in Library Science or a Master's degree in Learning Resources with library administrative experience is required. The candidate must have demonstrated administrative capability and experience in library automation, as well as strong written and verbal communication skills. On-line computer library center experience and familiarity with interactive multimedia production are highly desirable.

Competitive salaries commensurate with experience and credentials. In order to be considered for these positions, applications must be made on a Mitchell Community College application form and must be received no later than 4:00 p.m. April 1, 1992. The positions will be filled by June 15, 1992, and will be available July 1, 1992. Send MCC application, transcript, resume, and three letters of reference to:

Phyllis A. Bailey, Affirmative Action Officer
Mitchell Community College
500 West Broad Street
Statesville, NC 28677-3203

EO/AA Employer

Associate Dean of Student Life

Brown University seeks to fill a full-time, full-line regular position. Responsibilities include supervising professional staff in the residential peer counseling programs, administering the Faculty Fellow Program, and serving as liaison between Third World students and the Office of Student Life. Associates Dean will participate fully in the discipline and crisis management systems and assume responsibility for educational programming in the areas of leadership, gender relations, and pluralism.

Requirements: M.A. and 5 years of experience preferred or Ph.D. and 3 years of experience. Individual must have experience supervising complex residential systems, have highly effective training skills and demonstrated sensitivity to issues of pluralism. Competitive salary. Please send cover letter and resume to: **Head of the Office of Student Life, Brown University, Box 1870/UNIVERSITY, Providence, RI 02912.** Applications will be reviewed until the position is filled; however, priority will be given to those received by March 31, 1992. Brown University is an EO/AA Employer.



Residence Life: The University of Denver is seeking a full-time, full-line regular position. The position is located in the Office of Residence Life, which is responsible for the supervision of the residence life staff and the administration of the residence life program. The position is located in the Office of Residence Life, which is responsible for the supervision of the residence life staff and the administration of the residence life program. The position is located in the Office of Residence Life, which is responsible for the supervision of the residence life staff and the administration of the residence life program.

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Dean Widener University School of Law

Widener University School of Law invites nominations and applications for the position of Dean.

The School of Law, founded in 1871, has two campuses located in Wilmington, Delaware and Harrisburg, Pennsylvania. There are 71 full-time faculty and over 60 adjunct faculty. The Law School offers day and evening education to over 2100 J.D. students. Master of Laws programs in Taxation and Corporate Finance, and overseas programs in Nairobi, Kenya, Padua, Italy, and Geneva, Switzerland. The Law School, as part of the Widener University Law Center, also offers the associate degree and certification programs in paralegal studies, judicial administration, and criminal justice for individuals pursuing careers in support of the administration of justice. Accredited by the American Bar Association, the School of Law also holds membership in the Association of American Law Schools.

The Law School is one of seven schools and colleges of Widener University, a comprehensive, independent university of 8,900 students, located in Chester, Pennsylvania, in suburban Philadelphia.

The search committee will consider the following factors in evaluating applicants: (1) administrative ability; (2) commitment to high level professional scholarship and teaching; and (3) evidence of ability to provide creative leadership in a legal community. All applications should be submitted no later than April 1, 1992. It is anticipated that the successful candidate will assume the deanship on or near July 1, 1992. Nominations, inquiries and applications, including vitae and the names of three references, should be addressed to:

Professor Esther Clark, Chair
Dean Search Committee
Widener University School of Law
P.O. Box 7474, Concord Pike
Wilmington, Delaware 19803

Widener University is an equal opportunity employer.

DEAN OF COLLEGE OF CONTINUING EDUCATION AND COMMUNITY SERVICE University of Hawaii at Hilo

The University of Hawaii at Hilo (UH/H), on the island of Hawaii, consists of the College of Arts and Sciences, Agriculture, Continuing Education and Community Services, and the Office of Student Services. Approximately 2,800 students of diverse cultural and educational backgrounds are enrolled. The College of Continuing Education and Community Services (CCECS) is responsible for the Summer Session and serves as the subunit and external education arm of UH/H. The Dean, who reports to the Senior Vice-President and Chancellor, plans, administers, coordinates, and supervises the staff and programs of the College. The Dean works closely with federal, state, and community agencies in cooperative program planning. Work also involves securing special grants to support the diverse learning needs of the community as well as program innovation.

MINIMUM QUALIFICATIONS: Earned master's degree at an accredited institution or equivalent combination of experience and education; experience in or knowledge of telecommunications technologies; experience in securing and administering funds from external sources.

MINIMUM MONTHLY SALARY: \$4,157.

APPLICATIONS: Submit letter of application describing how each of the minimum and desirable qualifications are met, current resume, and the names, addresses and telephone numbers of at least three (3) professional references to: Dr. Edward J. Kumonoy, Senior Vice-President and Chancellor, University of Hawaii at Hilo, Hilo, Hawaii 96720-6991.

INQUIRIES: (808) 933-4444. Applications must be postmarked by March 14, 1992. Position No. 80557.

AN EQUAL EMPLOYMENT OPPORTUNITY
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PHILADELPHIA'S JESUIT UNIVERSITY

DEAN COLLEGE OF BUSINESS AND ADMINISTRATION

Saint Joseph's University is searching for a Dean for its College of Business and Administration. The College currently has 40 full-time faculty and enrolls approximately 1500 undergraduate and 1700 graduate students. The successful candidate will have demonstrated extraordinary leadership, preferably in an academic setting, and should be committed to the mission and role of a Jesuit business school.

Review of candidates and nomination begins on February 1, 1992, and continues until the position is filled. The position is effective July 1, 1992. Address applications or nominations to: Dr. Carolyn Clark, Chair, Search Committee for the Dean of the College of Business and Administration, Department of Accounting, Saint Joseph's University, 5600 City Avenue, Philadelphia, PA 19131.

Saint Joseph's University is an Affirmative Action,
Equal Opportunity Employer.



Lists of the latest books of interest to Academe—
scholarly books and books
about higher education—

every week in The Chronicle.

UNIVERSITY of REDLANDS DEAN OF THE FACULTY of Arts and Sciences

Applications and nominations are invited for the position of Dean of the Faculty of Arts and Sciences. The Dean reports to the Vice President for Academic Affairs and oversees curriculum, personnel, and budget for 105 full-time faculty in 21 departments. The Dean will be expected to teach one course per year and be qualified as a faculty member.

Candidates should have an earned doctorate in an appropriate discipline, a record of successful teaching and scholarship, and an ability to be faculty advocate within a structure of shared governance. Those interested in developing a climate that values gender equity and cultural diversity are especially encouraged to apply.

The University of Redlands is a private, liberal arts university with a residential enrollment of 1200 students. It includes the Johnson Center for Individualized Learning, a school of music, and selected professional and graduate programs. There is, in addition, an on-campus retail education program. It is located in an attractive residential community of 65,000 about 60 miles east of Los Angeles.

Application review will begin on March 16. Position may be filled from July 1 to August 15, 1992. Applications, including a curriculum vitae, names and addresses of five references, and a personal statement of interest, should be sent to:

Dr. Frank E. Wong
Vice President for Academic Affairs
University of Redlands
Redlands, California 92373-0909

Women and minority candidates are encouraged to apply.

Encouraged to apply: Letter of application and curriculum vitae should be submitted by April 1, 1992. Letters of reference should be submitted by April 15, 1992. Applications should be submitted to the Vice President for Academic Affairs, University of Redlands, Redlands, California 92373-0909. Applications should be submitted to the Vice President for Academic Affairs, University of Redlands, Redlands, California 92373-0909.

Residence Life: The University of Denver is seeking a full-time, full-line regular position. The position is located in the Office of Residence Life, which is responsible for the supervision of the residence life staff and the administration of the residence life program. The position is located in the Office of Residence Life, which is responsible for the supervision of the residence life staff and the administration of the residence life program. The position is located in the Office of Residence Life, which is responsible for the supervision of the residence life staff and the administration of the residence life program.

**DEAN OF COLLEGE
OF ENGINEERING
UNIVERSITY OF
DELAWARE**

The University of Delaware invites applications and nominations for the position of Dean of the College of Engineering. This University is a state-assisted, ten-graduate, sea-grant-majority institution with over 20,000 students and 680 faculty members. The University's campus is a vibrant center of academic excellence in an environment of equal opportunity. Located in Newark, a pleasant college town of 20,000 inhabitants, the main campus is within easy commuting distance from Wilmington and halfway between New York City and Washington, D.C. The College of Engineering contains four academic departments: Chemical Engineering, Civil and Environmental Engineering, Electrical Engineering, and Mechanical Engineering. At the level of the following programs: Air Force Research Laboratory, Center for Applied Research in Science and Technology, Center for Applied Coastal Research, Center for Applied Research in Polymer Science, Center for Mechanical Engineering, Center, Chiroptical and Biochemical Engineering, Center for Environmental and Molecular Materials Science Program. There are 73 faculty members in undergraduate programs. The graduate student population is 364 and the research budget is \$10 million annually. The College is responsible for research efforts throughout the College, which were valued at more than \$107 million in 1990-91. The Dean is responsible for the overall management of the College and is responsible for the University. The Dean is charged with providing the vision and strategic leadership necessary to enhance the quality of the Colleges undergraduate, graduate and continuing education programs and to manage creatively the resources of a complex Provost of the University. The candidate should report directly to the Provost. The candidate should have a Ph.D. and a minimum of 10 years for appointment at the rank of professor in one of the fields of Chemical Engineering, Civil and Environmental Engineering, Electrical Engineering, or Mechanical Engineering. The candidate should have a doctoral degree, a distinguished academic record, and a proven ability to lead the College in its academic responsibility as part of a University. Candidates should have demonstrated research and teaching experience, and a proven ability to lead the College in the development and scientific activities. Compensation is competitive. Applications and nominations should be submitted to Kenneth S. Berman, Chairman, Search Committee, College of Engineering, University of Delaware, Newark, DE 19716.

WEST GEORGIA COLLEGE
Vice President
and Dean of Faculties

West Georgia College invites applications and nominations for the position of Vice President and Dean of Facilities.

The Vice President and Dean of Facilities is the chief administrative officer responsible for the management of the college's physical plant and facilities. The position involves the coordination of the academic programs, research and service activities of the College. The successful candidate will be responsible for the ranking College official who acts in the absence of the President.

West Georgia College has a student enrollment of approximately 7,500 students. Graduate students, employs a full-time faculty of approximately 100, and offers a variety of undergraduate and graduate programs in the fields of Business, Education, and Education. The Graduate School offers an array of graduate programs in the fields of Business, Education, and Education. The College is a member of the University of Georgia.

West Georgia College, a non-profit senior college of the University of Georgia, is located in the city of Marietta, Georgia. The college has approximately 20,000 students and 50 miles west of Atlanta. The college is a member of the University of Georgia and is a member of the University of Georgia. The college is a member of the University of Georgia and is a member of the University of Georgia.

Candidates for the position must have an earned doctorate or appropriate graduate degree in a field related to the position. The candidate must have extensive experience in progressively responsible college teaching, research, and administrative work. The candidate must have a strong commitment to the University of Georgia and a strong commitment to academic quality; and effective interpersonal skills.

The candidate must have a strong commitment to academic quality and effective interpersonal skills. The candidate must have a strong commitment to academic quality and effective interpersonal skills. The candidate must have a strong commitment to academic quality and effective interpersonal skills.

Candidates should send a resume, official transcripts, a personal letter of interest, and a list of references to the following address: West Georgia College, 1000 College Avenue, Marietta, Georgia 30060. The deadline for applications is 10:00 a.m. on the 15th of the month.

SAINT JOHN'S UNIVERSITY
Collegeville, Minnesota

[illegible]

Indiana University
School of Law - Bloomington
ASSISTANT DEAN

AVALARISE: *Position to be filled by June 1 or earlier; applications received by March 15 will be assured full consideration.*

The Assistant Dean is responsible primarily for the operation of the Law School's Career Development Office, in cooperation with the Law School's Career Counselors. The Assistant Dean will also be responsible for the Law School's Career Planning and Development Program, which would be considered an integral part of the School's administrative team, and, in addition, will be responsible for the Law School's Career Planning and Development Program, which would be considered an integral part of the School's administrative team, and, in addition, will be responsible for the Law School's Career Planning and Development Program, which would be considered an integral part of the School's administrative team.

Supervision of the Office of Career Services, including development and implementation of the Law School's Career Planning and Development Program.

Management of an on-campus interview program and the facilitation of the Law School's Career Planning and Development Program.

Counseling of students and alumni with respect to goals and strategies for legal careers.

Creation and coordination of career development and research workshops, panels, programs, and seminars.

Development and administration of job lists.

Supervision of the Law School's Career Planning and Development Program.

Representation of the School to various organizations.

QUALIFICATIONS: 10 years' experience in comparable career counseling and administrative positions; excellent written and oral communication skills; demonstrated leadership; familiarity with IBM PC compatible computers and WORDPerfect; and demonstrated ability to work independently.

SALARY: Competitive, with excellent benefits.

Application: Send resume and cover letter following 11:59 a.m. to include salary history, 10 days, and of course, a letter of recommendation; and 11: the names of two individuals who may be contacted on references to:

Dr. [Name]

Includes 10 days.

WESTERN MARYLAND COLLEGE
(a selective, private, independent
liberal arts college)

ASSOCIATE VICE PRESIDENT AND DIRECTOR OF DEVELOPMENT

Join the CASE model faculty advancement program in a comprehensive development planning. Returning to the University for the first time, you will be able to take advantage of the University's College fund-raising programs, as well as the formalization of broad institutional development planning. This position will be responsible for the development and coordination of the potential for success to the Vice Presidency.

As a member of the faculty, you will be able to take advantage of the University's long history in creating a state-of-the-art program. For ten years of funding development, you will be able to take advantage of the University's long history of planning, program, or an annual fund. Your capital campaign experience is essential to the success of the program. The successful candidate will have a deep commitment to the University and a strong desire to contribute to the success of the program.

2020 2020 NW of Baltimore and 55 miles north Washington, the College is a private, non-profit, non-sectarian, non-denominational, non-racial, non-ethnic, non-sexual, and non-racial institution. The College is a private, non-profit, non-sectarian, non-denominational, non-racial, non-ethnic, non-sexual, and non-racial institution. The College is a private, non-profit, non-sectarian, non-denominational, non-racial, non-ethnic, non-sexual, and non-racial institution.

Salary and benefits are commensurate with experience and academic, salary requirements, and the names of the references by March 30, 1992.

Richard F. Serrano
Vice President for Institutional Advancement
Western Maryland College
Washington, Maryland 20797

BULLETIN BOARD: Positions available

**Vice President
For Academic Affairs**

Marymount Manhattan College invites nominations and applications for the position of Vice President for Academic Affairs.

Marymount Manhattan College is a selective, independent liberal arts college founded in 1936 by the Religious of the Sacred Heart of Mary. It became independent in 1954. Located on New York's Upper East Side, the College enrolls 1,400 undergraduates and 3,500 continuing-education students. In recent years, the College has experienced growth in enrollment, attracting a diverse population of students from New York City, as well as from across the United States and abroad.

The Vice President for Academic Affairs reports directly to the President and provides leadership in all areas related to academic policy. The College seeks candidates committed to the mission of an independent, and multi-cultural liberal arts institution, to excellence and innovation in teaching, and to shared governance.

The successful candidate will have an earned doctorate; five or more years of administrative experience; strong teaching and communication skills; the ability to work on a team; an understanding of faculty involvement in decision making; knowledge of budgeting; and evidence of success in obtaining grants.

Send letters of nomination and applications to: **Chairman Pluram, Search Committee, Marymount Manhattan College, 221 East 71st Street, New York, NY 10021.**

**Marymount
Manhattan
College**

Marymount Manhattan College is an equal opportunity.

**VICE PRESIDENT
FOR ACADEMIC AFFAIRS**

Fitchburg State College is currently accepting applications for the position of vice president for academic affairs. The four-year public college of liberal arts and professional programs, Fitchburg State has a current full-time undergraduate enrollment of 1,200 students. It is located in the State of Massachusetts, about 50 miles from Boston.

As the chief academic officer of the college, the vice president will be responsible for directing the activities of 220 faculty members in 16 departments. The position involves a wide range of activities: admissions, registration, graduate and continuing education, tutorial and advising groups, the campus environment, etc.

Candidates must hold an earned doctorate degree. Salary commensurate with experience. Send cover letter, resume and the names and addresses of three professional referees to which you wish to be referred to: Fitchburg State College, Fitchburg, MA 01420.

 Fitchburg State College[illegible][illegible]

**VICE PRESIDENT FOR
FINANCE AND ADMINISTRATION**

WASKAM Community College invites applications for the position of vice president for finance and administration.

THE COLLEGE: Waskam College is a 65-year-old, publicly supported, single-campus, comprehensive community college. The College also operates a University Center whereby various units relocate after the closure of a school of the district of Columbia. The College is located in Fort Smith, Arkansas, a historic city of 75,000 situated in a region of lakes, farms and forests. The College is the largest of the Ozark States and one of the Arkansas-Delaware border. The institution has a credit enrollment of over 5,500 students from a half-dozen foreign countries. The College has a wide range of programs in the fields of liberal arts, business, education, nursing, health care, and technical, criminal justice, and dental health programs.

The College has experienced a 63 percent growth in FTE enrollment since 1986. The College enjoys good credit rating, having recently completed a successful five million dollar endowment campaign for private foundation and state bond. Recent accreditation of additional local tax support for new buildings to accommodate the enrollment growth.

THE POSITION: The vice president for finance and administration reports directly to the president and oversees the financial and administrative operations of the college and the University Center. The College has a strong reputation for overall responsibility for the following College functions:

- All accounting, disbursement, financial reporting, comptroller and treasurer duties for the annual fiscal operations of a college with \$20 million in annual operating, capital improvements, endowment and bond funds.
- All budget development, financial planning, and all budget development and execution functions. All investment management and all financial reporting functions.
- All physical plant operations to include real property acquisition, major construction, renovation, maintenance, custodial and grounds operations.
- All financial and administrative support services.
- Oversight and overall responsibility over the following functions: personnel, purchasing, inventory control, records management, information systems, computer services, credit, centralized word processing, printing, mail and distribution services, telecommunications services and campus security.

QUALIFICATIONS: Qualifications of the successful candidate will include:

- At least 10 years of directly related experience in responsible financial management position, preferably in the public higher education sector.
- A master's degree in business administration, public administration or finance is preferred.
- A highly visible, demonstrated working knowledge and technical expertise in the majority of functional areas listed in 1 through 6 above.
- Significant relevant past work assignments of the ability to provide positive and effective leadership of a large organization with many disparate functions and responsibilities, while operating against frequent deadlines.
- Evidence of well-developed listening and oral and written communication skills, as well as the ability to work in an integrated environment and PC computer environment.

SALARY AND BENEFITS: Salary will be commensurate with qualifications, experience, and achievement and will include an annual \$6,500+, with competitive benefits package. Required availability date is later than June 30, 1992.

APPLICATION DETAILS: Please submit a letter of application, identifying how the applicant meets desired qualifications and summarizing previous views and approach to the chief officer's role, a nonconfidential transcript to Director of Personnel, Waskam Community College, P.O. Box 3649, Fort Smith, Arkansas 72113. A college application form and detailed job announcement will be sent by return mail. Review of applications will begin on March 20 and will continue until the position is filled.

Westark Community College AA / EOE

COLLEGE
Student Services

 **University of the Ozarks**

The Vice President is best described as an all-arounder, student and teacher. Intrigued and inspired by the University's mission and vision, he is responsible for the Vice President's role in planning, implementing, and evaluating the University's programs and services. He is responsible for the Vice President's role in planning, implementing, and evaluating the University's programs and services. He is responsible for the Vice President's role in planning, implementing, and evaluating the University's programs and services.

Candidates should possess strong interpersonal and supervisory skills, acquired

The Chronicle

BELOIT COLLEGE

**Dean of Admissions
and Financial Aid**

Responsibilities:

The Board of Admissions and Financial Aid works with the Vice President of Enrollment and Student Services in the development and implementation of admissions and financial aid programs. They are responsible for:

- organizing and implementing comprehensive nationwide and international recruitment efforts
- evaluating, admitting, and enrolling a college's diverse student population
- coordinating major components of the College's Student Information System
- supervising the Admissions staff and Director of Financial Aid.

Education/Experience:

Five or more years of demonstrated effectiveness in undergraduate admissions and financial aid is required. Master's degree in admissions and financial aid preferred. Extensive experience in admissions information systems, and diagnostic analysis, marketing, advertising, and financial aid administration is required. Graduate supervision is desired.

Salary:

Salary is competitive, based on experience and qualifications.

Application:

Applications available 6/19/92 or earlier. Resumes should be received by April 6, 1992; attention: Vice President for Enrollment Services.

Contact:

Dr. Robert L. Smith
700 College Street
Bellevue, Wisconsin 53811

Bellevue College is an Affirmative Action, Equal Opportunity Employer.

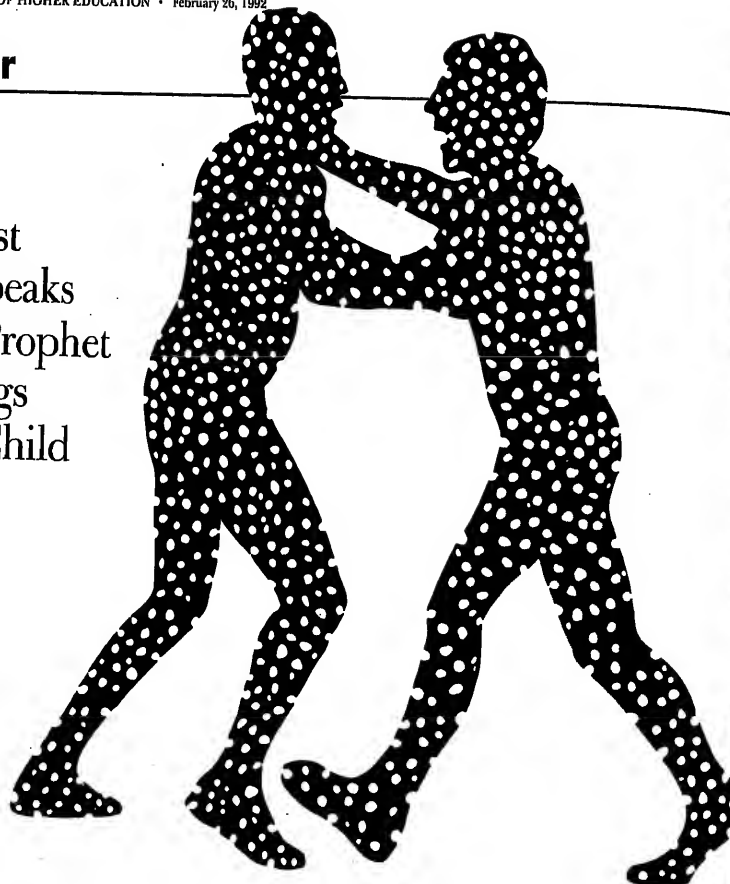
An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect

every week in The Chronicle.

A complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars —

every week in The Chronicle

End Paper

An Artist
Who Speaks
Like a Prophet
and Sings
Like a Child

279.1113
"THE WORD OF GOD," 1989. JONATHAN BOROFSKY

JONATHAN BOROFSKY is shameless; that must be said. He makes a music video entitled "The Word of God" and has his voice laid over an image of himself falling through space. He makes a sound and light sculpture entitled "Heart Light," which throbs to the beat of his own heart and fills the gallery space with a pulsating red light, as if we were walking within the artist himself, travelling through his circulatory system as we move about the gallery past the printed words of his own dreams painted on the walls, past the images of himself astride the earth with arms outstretched declaring "Art Is For The Spirit," "All Is One, All is One," and beneath a set of numbers suspended in the space above us, reminding us of the infinite march of time of which we are but a momentary witness, a small player in the eternal mystery of the spirit at play in the artist's imagination.

How does he avoid the charge of egotism that could so easily be levelled against him? How is there room in his prints and multiples for you and me and our needs and ambitions? How can we believe the

artist who says: "I see myself as partly every person and vice versa. Therefore no matter how personal I get about myself, my work is going to have meaning for somebody else. It has archetypal relevance."? We believe Borofsky because he is so sincere, he is, in apparently innocent of more selfish motives. He is, time and time again, a poet of innocence and experience in an age of violent materialism.

And we want to believe him. We want, despite the mounting evidence to the contrary, to believe that "Art Is For The Spirit" and "All is One, All is One." And we want not to be embarrassed by these beliefs. We want not to be ashamed of our desire for the spiritual, and for an art that declares as much so simply and without shame. For we live in a time that gains at the expense of our own well-being, and for personal freedom and communal justice.

Two hundred years later, we still yearn for an artist who, like Blake, can claim: "The Poet shall not enter into Heaven. Those who are cast out are

All Those who, having no Passions of their own because No Intellect, Have spent their lives in Curbing & Governing other People's by the Various arts of Poverty & Cruelty of all kinds." We want, in other words, an artist who speaks like a prophet and sings like a child. And that artist in the late-twentieth century America is Jonathan Borofsky.

"Subjects: Prints and Multiples by Jonathan Borofsky, 1982-1991," an exhibition of 50 works, will be on view at the Flood Museum of Art at Durham College through March 15. The exhibition then travels to the High Museum of Art, Atlanta (April 27-June 19); the J. B. Speed Museum of Art, Louisville, Ky. (July 19-September 13); the Bayly Art Museum at the University of Virginia, Charlottesville, Va. (October 8-November 29); the University of Arizona Museum of Art, Tucson, Ariz. (December 18-February 21, 1992); and other venues through 1994.

The text above is by James Cuno, curator of the exhibition and director of the Harvard University Art Museums. It is excerpted from the exhibition catalogue, published by the Flood Museum of Art.

Government & Politics

Illinois Coalition is a non-profit corporation that helps evaluate grant proposals for the program. Mr. Baker says the program suffered because it had not been in place long enough to show success.

"We really didn't have much in the way of results to look at," he says. One thing that helped was the program's statistics on how state funds were used to leverage private support. The \$35-million in grants brought in \$100-million in federal and private funds, he says.

When Governor Edgar proposes his 1992-93 budget in April, he is expected to also propose changes in the program so that future grants are awarded to research that shows promise of leading quickly to commercialization.

Near-Term Emphasis

Governor Edgar is looking for "a near-term emphasis on jobs," says Mr. Baker. He wants to see the kind of projects where there's a result you can measure in a year or two, not five, Mr. Baker says.

Judith S. Liebman, vice-chancellor for research at the University of Illinois at Urbana-Champaign, says a new focus on industry's needs "is not a bad idea," even if it means less of a "windfall" for institutions.

Ms. Liebman says she understands the motivation. "I think it's an expression of the real need to get an economic upturn in the state as soon as possible."

Roger W. Elliott, assistant commissioner for research, planning,

In today's economic

climate, "any program

that does not have

much effect on a

state economy is

going to be vulnerable."

and finance at the Texas Higher Education Coordinating Board, says many of the state's research-oriented programs are suffering because the payoffs are too distant, and the programs lack techniques to measure their effectiveness in the short term. They also have depended too heavily on support from the governors who created them, he says.

"The state programs have seemed to evaluate a little too late," says Mr. Elliott, who oversees the state's two highly regarded research programs. "Now harder questions are being asked in an inescapable environment."

Mr. Elliott credits Texas's use of respected outside evaluators, such as Craig Fields, the former director of the Defense Advanced Research Projects Agency—for providing sustained credibility to the programs was cut slightly in the 1991-92 biennium—from \$61.5 million to \$39.6 million—but Mr. Elliott says the cut was far less than for other kinds of research. He continues to enjoy a good deal of legislative support.

Good statistics also helped the Kansas Technology Enterprise Corporation fight off a "frontal" attack from Democratic Gov. Joan

state financing, says Charles Warren, the president of an affiliated organization. "They've got great numbers. They've tracked their performance," he says.

Better Accounting Sought

This year in Nebraska, some lawmakers are pushing a bill that would require the state Board of Regents to give a better accounting of how the state's \$24-million "research initiative," which began in 1987, has been used to promote economic development.

Dan Pilcher, a specialist on economic development with the National Conference of State Legislatures, says that in today's economic climate, "any program that does not have much effect on a state economy is going to be vulnerable."

Mr. Pilcher says that scrutiny may not be all bad, because it has also prompted several states to change their economic-development strategies. The research-oriented programs were "not having a transforming effect on state economies," he says.

The new approach is typified by Pennsylvania, which is now putting \$10-million into a program that provides small businesses with technical assistance and business advice, but does not support university research. Similar programs have been started in Massachusetts and Oregon, and one has been proposed in Kentucky this year.

The idea, says Mr. Pilcher, is for the sectors of industry to work together to identify common issues and needs, and then find resources to solve them.

In many cases, Mr. Pilcher says, what companies really need is not high-technology research, but assistance in improving their manufacturing processes or retraining their workers. This is especially true for small and medium-sized businesses. In recessionary times, states typically look first to small businesses to help fuel a turnaround.

Stuart Rosenfield, director of the Southern Technology Council, which promotes research in the South, says he sees promise in the new approach, but also pitfalls.

"We had unrealistic expectations" about the potential impact of the research programs, he says. But the new programs could create their own set of unrealistic expectations, he says, because it is even harder to measure improvements in productivity or "innovation" than to assess the impact of high-technology research programs. Also, he says, few states are incorporating measurement criteria into the new programs.

While universities may not benefit as much from the new-style programs, some economic-development officials say higher education has no grounds to gripe, because it did benefit from years of support. Lehigh University, for example, got about \$3-million a year in additional public and private research funds between 1984 and 1991 through the Ben Franklin Center, says Mark S. Lang, the center's executive director.

Without the program, says Mr. Lang, that money "would never have been sent directly to the university."

Academic Programs Created by States in 1980's
Face Elimination as Lawmakers Comb Budgets

By MARY CRYSTAL CAGE

Special academic programs are particularly vulnerable this year as governors and legislators comb state budgets searching for programs that can be eliminated or scaled back.

The initial reason for establishing the programs—known in many states as "centers of excellence"—was to stimulate economic development. But legislators also approved financing for centers in the humanities and for programs to address issues such as the quality of teaching in public schools and undergraduate classrooms.

As the recession hampered the ability of states to provide basic operating funds for higher education, lawmakers shifted their focus from creating special programs for higher education to evaluating and eliminating them. That shift in political priorities is forcing higher-education officials to develop strategies to forestall state cuts and to obtain grants from the federal government and foundations if the special programs are to continue.

Says Martin J. Finkelstein, director of the New Jersey Institute for Collegiate Teaching and Learning: "One of the difficulties in program like ours faces is that we could fall through the cracks. We're small in the context of the \$16-billion state budget."

No Extra Money

Seon Hall University was awarded \$375,000 in 1989 by the New Jersey Department of Higher Education to establish the institute, which provides colleges with the latest research on how to improve undergraduate instruction.

Since then, the state has provided no money for the institute. The New Jersey Department of Higher Education provided some financing by reallocating money that was not needed by other state-supported programs. But this year it seems unlikely that there will be any extra money to reallocate.

Says Martin S. Friedman, director of the Office of Special and Interagency Programs for the New Jersey Department of Higher Education: "State support for the program at this point in time is seriously in jeopardy."

As state support has become less secure, Mr. Friedman says, officials at the institute "have had to spend a lot of their time trying to raise money."

"They've actually cut back in their programs for faculty so they could spend time raising money so they can work with faculty," he adds.

Furthermore, the institute is now charging a fee for workshops and seminars. Mr. Finkelstein says: "Our mission has been to serve as a resource. We still serve that role. But what we



Martin J. Finkelstein: "One of the difficulties a program like ours faces is that we could fall through the cracks."

have done is to take a slightly different angle. We've become more focused and more strategic. We've had to ask ourselves, 'What are the services most needed by the colleges in New Jersey?'

Similarly, efforts to enhance academic programs by establishing endowed chairs, providing additional money for recruiting or retaining key faculty members, and developing research centers have been scaled back or eliminated in several other states, including Alabama, Connecticut, and Ohio.

Even in states such as Virginia, where higher-education officials expected to lose public financing for their centers, the size of the cuts and the short time frame for eliminating state financing has been a concern.

Gordon K. Davies, director of the State Council of Higher Education, Virginia's higher-education coordinating board, urged legislators to establish research centers in 1988.

In the final plan, the state agreed to finance the centers for five years. Then they were supposed to become self-sustaining. He explains: "We wanted to create an incentive for them to be aggressive in seeking outside money."

'Devastating' Decision

Higher-education officials were not prepared when Gov. L. Douglas Wilder declared that it was time for the centers to be weaned from state support and become self-sustaining.

The centers receive most of their financing from the state. Under the Governor's budget proposal, financing for the centers would be reduced by 30 per

cent each year, beginning in fiscal year 1994.

Robert E. McNeerney, director of the Commonwealth Center for the Education of Teachers at the University of Virginia, says his program's budget has been reduced by 9.2 per cent since its inception in 1988. Although the center has generated some external support, the Governor's proposal is "a devastating cut." A 30-per-cent reduction means that the program would lose two of its eight positions, Mr. McNeerney says. "It cuts away at the core of the program."

Melvyn D. Schiavelli, provost of the College of William and Mary, says recent budget cuts have forced his institution to reduce activities at its Commonwealth Center for the Study of American Culture.

"We've had to cut back on senior visiting fellows. There's a publication program that goes along with the Commonwealth Center, and that has slowed down considerably," he says.

Support for Basic Programs

John T. Casteen, III, president of the University of Virginia, says "the best course over the long haul" will be for higher-education to concentrate on improving state support of basic programs and to concentrate on obtaining federal and private grants to support special efforts, particularly in science and technology.

Mr. Casteen says that university officials who manage the special programs should "treat the state money like soft money, because in difficult economic times, the special initiatives go first."

WASHINGTON UPDATE

- Pell 'entitlement' out as Senate begins higher-education debate
- Administration criticized in Congress for seeking student-aid cut
- High-performance computing gets priority in NSF plan for 1992
- Wisconsin professor to head U.S. agency's social-science office
- Humanities chief denies lack of commitment to challenge grants
- House gets proposal to spend \$275-million on college facilities

Debate began in the Senate last week on a bill to reauthorize the Higher Education Act, after sponsors of the legislation agreed to drop a provision that would have guaranteed Pell Grants to all who qualified.

Rep. Claiborne Pell, Democrat of Rhode Island, chief sponsor of the bill, cut the provision in an effort to attract enough votes to pass the bill. The measure had been popular with college officials because it would have made Pell Grants an "entitlement" in fiscal 1997.

That designation would have ended the annual uncertainty over the size of grants by requiring Congress to provide full financing for the program. Opponents argued that the provision would be irresponsible in a time of massive budget deficits.

Senator Pell also agreed to other amendments that would create programs to help historically black colleges improve their facilities and help all institutions pay for telecommunications equipment.

Several other amendments were to be considered during the Senate debate.

Separate legislation to reauthorize higher-education programs is pending in the House of Representatives.

—THOMAS J. DILGUTHY

Members of a House of Representatives spending panel last week criticized the Education Department for proposing cuts to student aid and for raising questions about the legality of race-based scholarships.

Rep. Neal Smith, Democrat of Iowa, asked Secretary Lamar Alexander at a hearing to justify his request to eliminate the \$141-million federal contribution to the Perkins Student Loan program. Mr. Alexander said that the funds would be shifted to pay for larger Pell Grants and that the loan program would continue to be funded.

The National Science Foundation has finished its operating plan for fiscal 1992, which

thodetic approach proposed by a Department of Energy panel that completed a study this month of the agency should reduce the missions of its 17 national laboratories.

The panel recommended that the department develop a plan for reshaping the national laboratories in a way that would be consistent with the agency's specific actions. That proposal amounted simply to deferring the decision and "lodged" the panel's central task, Mr. Brown claimed.

"Inefficient and Short-sighted"

"Although this may have seemed like a reasonable proposition a year or two ago, when there existed considerable uncertainty about the future direction of U.S.-Soviet relations, such a view today is inefficient and shortsighted," Mr. Brown said in his letter.

The Energy Department panel did make some specific recommendations.

will provide about \$1.34-billion for individual research, an increase of about 9.5 percent.

The appropriations law for the agency left it to the foundation to work out the details of how much money should go to individual research areas and some education programs.

This year the agency has decided to provide the following increases for its research offices: more than 11 percent for computer and information science and engineering, more than 10 percent for the mathematical and physical sciences, nearly 10 percent for geosciences, nearly 9 percent for engineering, more than 8 percent for the social, behavioral, and economic sciences, and about 7 percent for the biological sciences.

Walter E. Massey, the foundation's director, in a letter to Congress, said he had chosen to place special emphasis in some areas, such as high-performance computing and communications, global change, and the creation of new materials.

The agency has also decided to have its education office manage its program to help states that receive a relatively small share of federal research money build their capacity to compete for such support. —COLLEEN CUNIFF

Cora Bagley Marrett, a professor of sociology and African American studies at the University of Wisconsin at Madison,

son, has been named the first assistant director for the social, behavioral, and economic sciences of the NSF.

The agency created a major new office for these sciences in October. Before that, they were under an office that included the biological sciences, which accounted for the bulk of that office's budget.

Social scientists' immediate reaction to the news of Ms. Marrett's selection was enthusiastic. In a statement, Howard J. Silver, executive director of the Consortium of Social Science Associations, praised her selection as "a wise choice."

Ms. Marrett chaired the board of the Social Science Research Council in 1991. She was a member of the Board of Governors for Argonne National Laboratory from 1983 to 1990. For most of that time, Walter E. Massey, the NSF's director, was vice-president for research and for Argonne at the University of Chicago. —C.C.

The chairwoman of the National Endowment for the Humanities, Lynne V. Cheney, told members of her advisory council recently that reports that the NEH is not committed to its Challenge Grant Program are "misinformation."

The program provides general support, which must be matched by private gifts, for universities and scholarly groups. For fiscal 1992, the program has a budget of

\$12.4 million, an 18-percent decrease from fiscal 1991. As a result of the cuts, the agency awarded 27 Challenge Grants this year, 10 fewer than the year before.

Some humanities scholars blame the budget cuts on staff changes made last summer at the endowment, which moved all three of the program offices of the Challenge Grants Office to other divisions of the endowment. The reorganization, they said, sent a signal to Congress that the program was held in disfavor at the endowment and therefore could be reduced.

"Whenever the impression was left that we loved the Challenge Grants less," Mrs. Cheney said, "That's not true. It was Congress and not the Administration that made the cuts to the program."

The cuts she said had not bothered her. She said she had told the Congress she was using the Challenge Grant Program as a "cushion."

A powerful member of Congress has introduced a bill that would provide as much as \$275-million to build and renovate classrooms and research facilities at colleges and universities. That provision is part of a much larger emergency measure aimed at relieving the economic recession.

Rep. Janice L. Whitton, the Mississippi Democrat who chairs the House Appropriations Committee, introduced the proposal, which specifies that the money for facilities be awarded on a competitive basis.

The bill originally called for \$200-million for that purpose. But an aide to the committee said the leaders of the panel had instructed the staff to draft amendments raising that amount to \$275-million. The total cost of the bill would be \$15.5-billion. —C.C.

Government & Politics

Tough IRS Stance on Scholarships Feared by Colleges

Continued From Page A1

Colleges are worried about the possibility of colleges and students with tax laws. As a first step of a major compliance program, however, the IRS sometimes checks on the compliance of a selected group of taxpayers, she said.

Purpose Not Formally Stated

She added that its officials believed students might not understand their tax obligations. "What a lot of students may not know is that when they receive a scholarship, the amount for room and board is taxable," Mrs. Cheney said.

Madonna C. Pierce, a lawyer for Harvard, said the IRS had never formally told the university the purpose of the investigation. But she said that, based on informal discussions with federal officials, it appeared that the IRS wanted to make sure that students had paid appropriate taxes and that the university had reported to the IRS the non-scholarship income it had provided to students.

Ms. Pierce said that the university was confident that it had met its legal requirements, but that it could not be sure that students were meeting their tax obligations. In most cases, scholarships are tax-free if they are provided to pay for tuition, fees, books, and equipment required for classes.

Other scholarships are taxable, but, in many cases, students who receive them may still have total incomes that are so low that little or no money is owed to the government. Students may file more likely to receive money if they receive scholarships from institutions that pay

vide aid based on merit, not financial need, since, in those cases, relatively wealthy students may receive large grants.

Sheldon E. Steinhach, general counsel for the American Council on Education, said he suspected that many students did not understand their tax obligations. The inquiry at Harvard, he said, indicated that the IRS is likely to try to determine how many students aren't paying the money they owe.

He said that actions against college students were in keeping with a general push by the IRS to try to capture as much tax money as possible. "As the IRS gets more sophisticated in its computer capacity, it will be watching over all of us on many items," he said.

'Not in Compliance'

College officials said they were particularly worried about tougher IRS enforcement on international students. In most cases, colleges must withhold 14 percent of the scholarship money awarded to such students and provide the funds to the government. International students are much more likely to owe taxes on all parts of the scholarships they receive because they are not eligible for the standard deduction or most of the additional income-tax breaks available to American citizens.

Bertrand M. Harding, Jr., a Washington lawyer who advises academic groups about laws affecting international students, said he believed many colleges "are not in compliance" with tax laws because they treat scholarships provided to American and foreign students in the same way.

Added Mr. Harding: "If this is the precursor of additional enforcement activities by the IRS, colleges need to get their reporting procedures in shape and in compliance with the law."

Loss of Federal Equipment Grants Upsets Scientists

Continued From Page A23

versities, but it is often done on a smaller scale.

The dispute over federal instrumentation grants is the first of many that are likely to erupt over the way the IRS divides its shrinking supply of money to support the research infrastructure.

Two other programs that saw sharply reduced budgets this year

are the Biomedical Research Support Grant Program and the Shared Instrument Grant Program.

The latter program provides large pieces of research equipment for use by three or more NIH grant recipients.

Both will soon be sealed back significantly, says Robert A. Whitney, director of the National Center for Research Resources.

While the Biomedical Research Support Grant Program received \$45-million in 1990 and \$22-million in 1991, it was allocated only \$5.2-million for fiscal 1992. As a result, the number of institutions that are eligible for the grant will be reduced to 106 from 140.

There will be a competitive application among last year's pool of grantees to determine the 106 institutions that will receive the grants this year, and "these institutions will be divided between the lower third, middle third, and the upper third of the NIH grant recipients" from last year, Mr. Whitney says.

The Shared Instrumentation Grant Program was reduced by 73



Chapel Hill's Garland Harshay: The loss of the instrumentation grants will have a "significant negative effect" on research.

"A small amount of money for the acquisition of small instrumentation has a greater impact on a small research institution than on a larger one."

percent in this year's budget. While the NIH is able to make more than 30 shared-instrument grants last year, it will award only eight this year.

Higher-education lobbyists are worried about the cumulative effect of the cuts to all of the programs. Says David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges: "The NIH is forced to cut off three programs that institutions have found essential to conducting scientific inquiry. It is obviously not a healthy situation for the research enterprise."

Status of Federal Legislation

As of 8 p.m. February 20, 1992. Bold type indicates changes since November 7, 1991.

LEGISLATION	MAJOR PROVISIONS	STATUS
Copyright & AIDS	SENATE BILL: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	SENATE: Passed October 20, 1991. H. Rep. 102-141.
Job training HR 3033	HOUSE BILL: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	HOUSE: Passed October 8, 1991. H. Rep. 102-240.
National Institutes of Health HR 2807	HOUSE BILL: Would reauthorize the National Institutes of Health. Would lift a ban imposed by the Administration on federal support for research involving the transplantation of fetal tissue. Would authorize additional appropriations for research on AIDS. Would modify a requirement that related state funding include women as subjects unless researchers can present compelling scientific reasons for excluding them.	HOUSE: Passed July 11, 1991. H. Rep. 102-138.
National Science Foundation HR 2282	HOUSE BILL: Would amend the 1988 law that authorized the National Science Foundation for five years by furthering the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2,723-million. The amendment would also allow up to \$40-million to continue the program to promote research facilities and up to \$35.5-million to start a new program for research equipment.	SENATE: Approved by committee February 5, 1992.
Research facilities S 844	SENATE BILL: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	SENATE: Passed October 20, 1991. S. Rep. 102-141.
Student aid HR 3833, S 1250	HOUSE BILL: Would reauthorize the Higher Education Act for five years. Would require federal Student Loans, which are provided by banks and subsidized by the government, with a student loan program in which students would receive government funds from colleges. Would establish new minimum steps for Pell Grants. In 1992-93, of \$2,750 plus one quarter of tuition for \$2,750. Would exclude the family's family income, income, or business from calculations of a student's need to determine aid eligibility.	HOUSE: Approved by committee October 23, 1991. SENATE: D. Senate floor February 20, 1992. S. Rep. 102-204.

New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 305) or Senators (Washington 305).

HOUSE OF REPRESENTATIVES

Transportation research, H.R. 4136 would authorize federal funds for research and design of rail cars for high-speed rail systems. By Representative Dicks (D-Cal.) and eight others.

SENATE

Construction project, a 1992 would require the Office of Management and Budget to monitor all federally financed construction projects and to report any that are behind schedule. By Senator Graham (D-Pa.).

State seal, a 1992 would reauthorize the option, phased out in 1986, of making an income-tax deduction or a tax credit for interest paid on loans for higher education. By Senators Bore (D-Ill.) and Gristle (R-Iowa).

SENATE

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SENATE

Construction project, a 1992 would require the Office of Management and Budget to monitor all federally financed construction projects and to report any that are behind schedule. By Senator Graham (D-Pa.).

State seal, a 1992 would reauthorize the option, phased out in 1986, of making an income-tax deduction or a tax credit for interest paid on loans for higher education. By Senators Bore (D-Ill.) and Gristle (R-Iowa).

SENATE

Construction project, a 1992 would require the Office of Management and Budget to monitor all federally financed construction projects and to report any that are behind schedule. By Senator Graham (D-Pa.).

WASHINGTON ALMANAC

at Community College Technical Act, which would authorize funding through the National Science Foundation for the education of community college students. Contact: House Science, Space, and Technology Subcommittee on Science, Technology, and Space; (202) 224-7330.

SENATE

Transportation research, H.R. 4136 would authorize federal funds for research and design of rail cars for high-speed rail systems. By Representative Dicks (D-Cal.) and eight others.

SENATE

Construction project, a 1992 would require the Office of Management and Budget to monitor all federally financed construction projects and to report any that are behind schedule. By Senator Graham (D-Pa.).

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Future of American Weapons Laboratories Stirs Big Policy Debate

Continued From Page A23

proposal to a laboratory focusing on developing critical technologies of importance to U.S. industry.

Santa, meanwhile, would retain its role as the main laboratory for engineering the non-nuclear components of nuclear-weapons systems, Mr. Brown said. It also would assume a primary role in developing new technologies for arms verification and for the "center of excellence" for transferring technology to U.S. industry.

Last week, Secretary Watkins disagreed with the Congressmen's proposals. Replying to Mr. Brown's letter, he argued that he had directed his agency to begin "planning for a smaller and modernized weapons complex," but that concentrating nuclear-weapons research at one laboratory would eliminate the valuable competition that now exists between them. Instead, Mr. Watkins said, he planned to follow a more measured

thodetic approach proposed by a Department of Energy panel that completed a study this month of the agency should reduce the missions of its 17 national laboratories.

The panel recommended that the department develop a plan for reshaping the national laboratories in a way that would be consistent with the agency's specific actions. That proposal amounted simply to deferring the decision and "lodged" the panel's central task, Mr. Brown claimed.

"Inefficient and Short-sighted"

"Although this may have seemed like a reasonable proposition a year or two ago, when there existed considerable uncertainty about the future direction of U.S.-Soviet relations, such a view today is inefficient and shortsighted," Mr. Brown said in his letter.

The Energy Department panel did make some specific recommendations.

ations. It argued that the weapons laboratories needed to "aggressively change the objectives and goals of their work" because of the changing nature of the nuclear threat.

The panel said the laboratories should also expand research programs designed "to detect and discourage nuclear proliferation," improve the verification of arms-control agreements, and develop new "strategies which can blunt the threat of rogue nations who succeed in acquiring nuclear capability."

Edward A. Frieman, director of the University of California's Scripps Institution of Oceanography and chairman of the panel, said that members of the committee had struggled with the issue of what to do with the weapons laboratories' world events argued against making quick, dramatic changes in their missions. "It's quite clear

that the world is changing rapidly, so that a proposal such as George Brown's could end up being terribly counterproductive," he said.

"It could be that the program that you recommended and set into motion now will be the wrong one."

More Civilian Research

The nuclear laboratories, in fact, have been moving away from a dependence on weapons work by increasing the proportion of civilian research they conduct.

Tommy Ambrose, interim special assistant for laboratory affairs at the University of California, said the Los Alamos and Livermore laboratories on which most nuclear weapons research have been moving to broaden that role over the past decade as the result of declines in funding for nuclear-weapons research and efforts to conduct more research that would help to improve the competitiveness of U.S. technology.

"There was a time when both nuclear labs were primarily weapons laboratories," he said. "But they still are the nation's major laboratories."

At Narath, president of Sandia National Laboratories, said he even though the end of the nuclear-weapons threat to the United States, efforts to streamline the nuclear-weapons production complex and make it more cost-effective would require the weapons laboratories to maintain their expertise.

"As long as any weapons remain in the U.S. nuclear arsenal, there has to be some competence out in the field," he said. "It's inconceivable that we can maintain the clear stockpile and not have people who are technically trained who understand the details of that technology."

"We all recognize that the level of support for the nuclear-weapons program within the Department of Energy will undoubtedly decline in years to come," he said. "The only way that the rate of that decline will be."

Information Technology

500 Sophisticated Workstations Help Freshmen Grasp the Intricacies of Calculus

Kenneth M. King, the president of EDUCOM, said last week that he would leave his post by the end of the year.

By then, he said, he will have fulfilled his original commitment to the Board of Trustees to lead the organization for five years.

EDUCOM, a consortium of higher-education institutions and corporations involved with information technology, is developing a new long-term strategic plan, and Mr. King said it should have a new president to carry it out. Some members have been critical of the organization's leadership in recent years.

Mr. King said he was considering several possibilities for life after EDUCOM. Among them is a return to academia. He was vice-president for information technology at Cornell University before he joined the consortium.

"I've been in computing for 40 years," he said. "One possibility is to retire."

Education researchers at Michigan State University are developing a videotape to give schoolteachers new ideas for presenting mathematics in their classrooms.

The 25-minute presentation, which is being taped in several Michigan schools, will show experienced teachers making presentations, conducting experiments, and explaining mathematics to students.

Steve Kirsner, who is directing the video project, says teachers need to see concrete examples of different instructional strategies if they are to break away from traditional techniques. When they only read about strategies, teachers tend to continue doing what they have always done, he says.

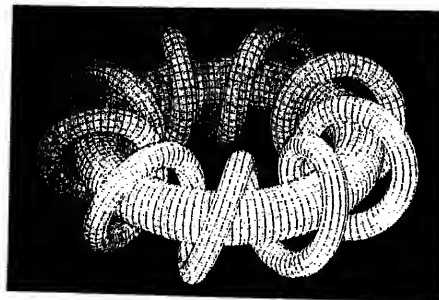
The tape is being produced by Michigan State's National Center for Research on Teacher Learning.

For academics who want to explore the Internet, an undergraduate at Widener University has produced an electronic how-to book called "Zen and the Art of the Internet: A Beginner's Guide."

The book, by Brendan P. Kehoe, a computer-science major, introduces users to domain names, electronic mail, file-transfer protocols—called FTP—and other peculiarities of electronic networks.

While he wrote the book "for incoming freshmen who have no idea what is out there," says Mr. Kehoe, the information should be useful to any network novice. He says the book took about a year to complete.

The book is available in electronic form using a network procedure called "anonymous FTP." For more information, contact Brendan P. Kehoe, Department of Computer Science, Widener University, Chester, Pa. 19013; (215) 499-4528; BREKOHAN@CS.WIDENER.EDU.



Computer programs can generate images of complex equations, such as this three-dimensional representation of a spiral tube around a torus.



This computerized plot of a vibrating drum illustrates how software can help students visualize activity or motion they normally cannot see.

U. of Minnesota's Regents Approve Contract With Affiliated Supercomputing Center

MINNEAPOLIS The Board of Regents of the University of Minnesota has approved a \$32-million contract with the Minnesota Supercomputing Center, a quasi-public entity owned in part by the university. The agreement is the latest development in a long-running conflict over university spending on the center.

Under the contract, the university guarantees that it will purchase \$8-million worth of time on the center's supercomputers annually for the next four years.

Approval of the agreement was unanimous. It met with strong resistance from some people at the university, who argued that the institution, which has been forced to make budget cuts, was spending too much money on supercomputer time.

Stephen E. Collins, a senior analyst and programmer with the university's computer and information services and the leader of the opposition, said the center had oper-

ated in total secrecy. He said it had maintained that the university paid low fees for computing time because the center's operations were largely supported by corporations. The center has refused to release figures to prove that assertion, he said.

Instead, Mr. Collins argued, the university may be subsidizing corporate use of the supercomputers, allowing the center to attract more business users with lower rates. "They're asking us to take all this on faith," he said.

Prices Called Trade Secrets

Representatives of the supercomputing center argued that specific prices were trade secrets, and that if any data were made public, the corporations would use them to obtain better rates, possibly forcing the university to pay higher rates in the future.

The university already spends about \$8-

Continued on Page A30

Rensselaer strives to reduce manual number crunching

By DAVID L. WILSON

TRIOY, N.Y.

Many mathematics professors are baseball fans. It is not necessarily the game they like, however. It's the ball.

Because undergraduates studying calculus tend to get bogged down in crunching numbers and often miss the significance of calculus's complex equations, mathematics professors often ask students to plot the path of a baseball as a way of teaching students a rather esoteric subject. Using complex mathematical analyses, students study the way a baseball curves, shifts, or flutters through the air after it is thrown.

But even a real-life application is not enough to capture the interest of most students, say critics of traditional methods of teaching calculus. To address the problem, Rensselaer Polytechnic Institute has installed 500 sophisticated computers around its campus and is requiring all of its more than 1,000 freshmen to take the required calculus courses with the aid of the machines.

Unusual Size and Scope

Many institutions are using computers in some calculus classes to perform the mind-numbing algebraic calculations that detract from making calculus understandable. A few institutions even require all students studying introductory calculus to do so with computer assistance in a laboratory.

Rensselaer's program is unusual because of its size, scope, and expense. Computers have been installed in dormitories, classrooms, and laboratories. The institution raised \$3-million to acquire and maintain the necessary hardware, and its requirement that all incoming freshmen take the calculus courses means that eventually, every student who spends an academic career at Rensselaer will go through the program.

Rensselaer is using "Maple," one of several programs on the market that can perform symbolic calculation and numerical computation while offering users the ability to quickly plot graphs of equations on a computer screen.

Results in Seconds

"Maple" can be tapped through any of the 500 workstations, which look like typical desktop computers but are much faster and more powerful. All of the workstations—there are two types, made by IBM and by Sun Microsystems—are connected to the campus computer network.

During lectures, professors can call up "Maple" on a workstation in the classroom and, in seconds, use the program to illustrate a point. The computer lets professors show students precisely how to solve a particular equation—something that's not always possible at a blackboard within the allotted class time.

The results of an equation are displayed

on the workstation's screen and are relayed to a device, connected to the computer, that uses liquid crystals to duplicate what's on the computer screen. The special display unit is placed on an overhead projector, which splashes a blown-up version of the computer image on a large screen that everyone in the class can see.

In addition to lectures two or three times a week, students at Rensselaer must attend weekly laboratory sessions that last from 50 to 90 minutes.

The Rensselaer campus has six laboratories, with 30 machines each. Two laboratories are in the campus computing center, which is housed in what was once a church and where students type away beneath stained-glass windows.

Students use their time in the laboratories, where each one usually gets a workstation, to work through assignments and ask questions of professors and teaching assistants. In addition to the weekly laboratory assignments, which need not be completed during the assigned laboratory time, students must complete standard assignments with paper and pencil.

'Paper-and-Pencil Work'

The point of the program, says William E. Boyce, a mathematics professor, is to free students from the meaningless manipulations that have come to dominate the traditional calculus class. "At its best, the computer allows you to consider more realistic problems," he says.

Says Joseph G. Ecker, a mathematics professor and head of the department: "The point here is not being able to grind out all these expressions yourself. It's to have enough knowledge about the problem to be able to tell the computer what you want it to do. In the past, students lost the forest for the trees."

Both Mr. Boyce and Mr. Ecker acknowledge that a heavy reliance on computers might lead to a lack of understanding of how the algebraic manipulation is actually done. "That's why we insist on a great deal of paper-and-pencil work," says Mr. Boyce.

Mr. Ecker says students must also pay attention because "Maple," like its competitors, sometimes makes mistakes. "The other day we did a problem, and 'Maple' gave a response that was simply incorrect, a negative number when it should have been positive," says Mr. Ecker. "It was a bug in the program." Such bugs are reported to the software company, which repairs the software.

"You have to have examples like that, because if the students believe everything that comes out of this machine, they'll start believing some things that are wrong," he says. "It's an important lesson to learn: Computers make mistakes."

For decades, Mr. Ecker says, college mathematics departments used calculus to weed out people. "It kept some very talented students from entering science and engineering, because the concepts of calculus—the reason you need to know this stuff—didn't get into the students' heads," he says.

Rensselaer has been testing the use of computers in some calculus classes since 1988. After those tests yielded largely positive results, the institute decided, starting in 1991, to require all freshmen to take two semesters of calculus with the aid of a com-

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Joseph G. Ecker, head of the mathematics department at Rensselaer Polytechnic Institute, says students using sophisticated software to study calculus need to learn that "computers make mistakes."

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Widespread Collaboration With Computer Centers Is Seen as Essential to the Library of the Future

MOUNTAIN VIEW, CALIF.—The library of the future, faculty members and students will have access to all information from a "universal workstation" hooked up to an electronic network, says a new report released here by the Research Libraries Group.

According to the report, "Preferred Futures for Libraries," creating the all-purpose workstation will require collaboration among librarians, faculty members, and computer-center staff members—groups that have not traditionally worked together.

"The concept of the virtual library—a library that provides access to electronic and print materi-

als from many sources, both local and remote—has achieved a widespread popularity," says the report. "As the academic community grows in dependence upon electronic publications and electronic bibliographic access, the interests and areas of expertise of the faculty, computing center, and research library become increasingly intertwined."

Challenging the Traditional
The report was written by Richard M. Dougherty, a professor of library science at the University of Michigan's School of Information and Library Studies, and Carol Hughes, a lecturer there.

The report summarizes the conclusions of 60 chief academic officers and library directors from 41 research universities who took part in a series of day-long workshops last year.

The workshops, which were organized by Mr. Dougherty and Ms. Hughes, were held to develop a consensus on the research library of the future and to discuss ways to overcome obstacles to creation of such a facility. The sessions were sponsored by the Research Libraries Group with support from the Andrew W. Mellon Foundation.

'Still No Consensus'
Although they share a common vision, the report, academics agree that any move from the physical library to the logical library will encounter difficult problems.

"Faculty attitudes will have a major impact on determining the nature and scope of future information environments in higher education," says the report. Although many professors are already benefiting from electronic access to information, "there is still no consensus among most faculty as to what is an acceptable rate of change—let alone what there is need for change," the report says.

"When push comes to shove, faculty members want materials available on campus. They don't want to be dependent on other distant libraries for needed materials."

Creating an electronic library will be expensive, the report adds. "There is probably not enough money available from a simple reallocation process in any campus library to fund a major shift in operations. Libraries have been experiencing losses for some time now and must have no significant reserves left."

The 21-page report is available free from Distribution Services Center, Research Libraries Group, 1281 Villa Street, Mountain View, Cal. 94041-1105, (415) 962-9951, or from RLI.BITNET.

—DEVERLY T. WATKINS

TEACHING WITH TECHNOLOGY

Psychology students simulate roles as school psychologists

Nursing students use interactive emergency-medicine system

Students at Rochester Institute of Technology who are studying to become school psychologists can observe, test, and evaluate children without ever meeting them face to face.

The "children" are part of the Institute's new School Psychology Simulation program. The computer program allows students to act as psychologists without getting tangled up in legal issues.

"There can be severe legal and ethical problems with taking the student to a real child, and yet you need that kind of feedback," says Morton Isaacs, a professor of psychology who helped develop the program.

"This is somewhere between reading about it in a textbook and putting the student in touch with the child," Mr. Isaacs says.

In a typical exercise, a student reads a case study about the child on the computer. The student might write a memo to the child's teacher, seeking permission to observe him in class. The student could call up notes on the child's behavior during the observation. The student might decide to visit the child's parents and, during

the visit, might suggest that the child undergo psychological testing. The student would choose the tests, examine the results, and prepare a report on the child.

While the student is working through the program, a "decision tree" is stored in the computer to allow the faculty member to determine whether the decisions that the student made were appropriate and in the proper sequence.

For more information, contact Morton Isaacs, A116 Liberal Arts, Rochester Institute of Technology, P.O. Box 9887, Rochester, N.Y. 14623; (716) 475-2765; mrisa@RITVAX.BITNET.

An interactive computer system allows nursing students at Del Mar College to make critical health-care decisions without endangering patients' lives.

The system, which uses a computer with a touch screen and a videodisk, takes students step by step through simulated emergency situations. For instance, students might see an elderly man being wheeled into the emergency room, complaining that he can't breathe.

He shows signs of chronic pulmonary disease. The students must decide what to do. If they say the patient should be taken to the emergency room, the computer answers, "Correct."

"These programs allow the student to take control in a safe, learning environment," says Rosie Garcia, chairwoman of registered nursing. "Not only do the programs test the students, but the students also learn from them. The visual images really stick in their minds and reinforce what they've been reading in their texts."

With the pulmonary patient, the students go through the entire care process: from emergency admission, initial stabilization, and crisis management to discharge. A student can touch different parts of a simulated chest on the screen and listen to the lungs, as if through a stethoscope. The students receive a grade when they finish.

For more information, contact Rosie Garcia, Department of Registered Nursing Education, Del Mar College, Baldwin and Ayers Streets, Corpus Christi, Tex. 78404; (512) 885-1320.

—KATHERINE S. NANNAN

Information Technology

500 Sophisticated Workstations Keep Freshmen Tuned In to Calculus

Continued From Page A29

Mr. Ecker says he believes, based on previous data, that the failure rate for calculus will go down with the use of computers.

Currently, about 5 percent of Rensselaer's students fail calculus. The failure rate should drop, he says, because the fact that exam questions are harder now. "I can ask my freshmen exam questions now that they can actually do, that students who didn't go through this process and are sitting in an advanced calculus course would say, 'Gee, how do I approach that problem?'" says Mr. Ecker.

The students themselves, many of whom were exposed to calculus in high school, say they believe that using "Maple" has helped them learn calculus, but there are some complaints. Some say that learning how to use "Maple" has simply made calculus harder. Cathy R. Lettman, who took calculus in high school, says she found her first semester with "Maple" frustrating because it was something new she had to

certain satisfaction out of doing the math by hand," he says, "but I guess that once you get a real job, you won't be doing this stuff by hand."

Mr. Boyce says that is precisely the point. "The fact is that within the next five years, students will be able to do these calculations on something like a portable calculator," he says, "and some of these students are computer phobic. They need to understand how things are going to work in the real world."

That is why Rensselaer decided to invest in the workstations, Mr. Ecker says, rather than in less sophisticated—and less expensive—

computers. "We know that, as scientists and engineers, when they get out there, this is what they're going to be using," he says. Rensselaer purchased the machines with a \$500,000 grant from the Kresge Foundation and matching funds from friends and alumni. An additional \$2-million was raised and added to the endowment to maintain the equipment.

'Not a Gimmick'

Even if an institution does not have that kind of money, Mr. Ecker says, computers can still aid in the teaching of calculus. "Our goal is to develop this kind of approach to calculus here—the pedag-

ogy, the labs, and so on," he says, "so that even if you were at a school that didn't have all the equipment, you could at least do some of this sort of stuff." He says "Maple" and other calculus programs would work with less sophisticated computers, but it would take longer to solve problems, or the problems might have to be less complicated.

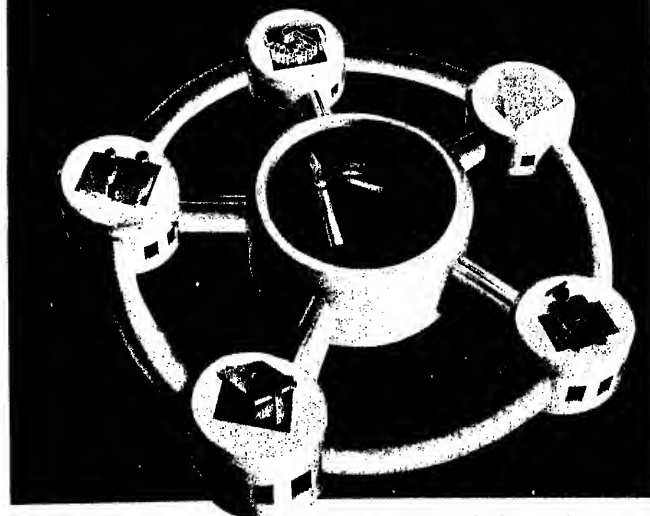
Mark H. Holmes, a professor of mathematics at Rensselaer, was one faculty member who at first opposed the use of computers to teach calculus. "I had several concerns," he says, including a fear that students would have to use square roots by hand. "That does not mean that students who hit the 'Square Root' button on a calculator have any poorer grasp of calculus than he does, says Mr. Ecker. "We think that in the long run, calculus courses must change or be viewed as irrelevant."

the computer properly that they would not have enough time to learn calculus.

Mr. Holmes says he changed his mind after seeing students use the computer. "This is not a gimmick. This is a very effective tool," he says.

Mr. Ecker says that refusing to use computers to teach calculus is a rejection of reality. "When I went to school, we learned how to take square roots by hand. We don't teach that anymore because we don't need to," he says. "That does not mean that students who hit the 'Square Root' button on a calculator have any poorer grasp of calculus than he does, says Mr. Ecker. "We think that in the long run, calculus courses must change or be viewed as irrelevant."

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Administrative systems: "Acquisition Manager," for IBM PC and compatibles. Lets librarians and others keep track of purchase orders, prices, budgets, add shipping and handling charges, and include cost of processing, handling, and materials, and journals, audiovisual materials, and supplies. \$169. Contact: Right On Programs, 75-10 New York Avenue, Huntington, N.Y. 11743; (516) 424-7777.

Biology: "BioQuest," for IBM PC and compatibles. Contains an alphabetical list of every word in the species, genus, family, and order names of the 9,700 birds in James Clements's *Birds of the World*. Includes scientific Latin names, common English names, and names not in either category. \$32.95. Contact: Santa Barbara Software Products Inc., 1400 Santa Barbara, Santa Barbara, Cal. 93103; (805) 963-4886.

Computer science: "Simple Computer," for Apple Macintosh. Introduction to computers operates on 10 machine instructions, displaying the manipulation of bit and byte data; \$35; quantity discounts available. Contact: Information Department Corp., P.O. Box 1530, Santa Barbara, Cal. 93116; (805) 963-4886 or (805) 963-4886.

Engineering: "Student Edition of Lotus Engineering," for IBM PC and compatibles. Introduces 3-D engineering design and analysis. Includes engineering computations and numerical methods, assembly, and data management; includes a student textbook. \$50. Contact: Addison-Wesley Publishing Company, One Jackson Way, Reading, Mass. 01867; (617) 944-3700.

Geology: "HyperPrism," for Apple Macintosh. Requires "HyperCard." Introduces students to duplication and related processes of off-screening and underpinning through animation. Includes questions and discussion topics to help students make observations. \$25; quantity discounts available. Contact: Information Department Corp., P.O. Box 1530, Santa Barbara, Cal. 93116; (805) 963-4886 or (805) 963-4886.

Physical sciences: "Climate Simulation," for IBM PC and compatibles. The Earth model consists of 10-degree latitude bands running from pole to pole, each with unique radiative and surface properties; lets students manipulate a variety of boundary conditions, such as solar output, atmospheric turbidity, mixed-layer depth, and surface albedo; calculates the appropriate orbital configuration for any date within several million years of the present; \$25 for members; \$75 for others. Contact: Wiley-Wiley, Academic Computing Center, University of Wisconsin, 1210 West Dayton Street, Madison, Wis. 53706; (608) 245-2201 or (608) 262-8167.

OFFICIAL DISKS

Medicine: "Emergency Surgical Procedures," for videodisk players used with IBM PC and compatibles. Requires "InfoWindow." Takes students step by step through procedures for performing emergency, orthopedic, and thoracic surgery; demonstrates modality and its use in the procedure as well as students practice module lets student try a surgical procedure. \$500 for members; \$1,200 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514; (919) 942-8731.

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Information Technology

Give & Take

As if the financial problems caused by the recession weren't enough, the University of California's endowment may have lost \$187,000 in an embezzlement scheme.

The Alameda County District Attorney's office has charged Quentin Tavares, a former university employee, with embezzling the endowment money. The charges came about a month after university police turned over the findings of their investigation of the alleged theft to the district attorney. Ms. Tavares, who turned herself in to police, has been released on bail.

According to an assistant district attorney, Ms. Tavares over the past four years forged signatures of university officials on checks made out to the endowment. After catching the checks, Tavares reportedly deposited the money into her personal accounts. A bank employee tipped off university police to the alleged scam after noticing an irregularity in a transaction.

Ms. Tavares, who had been employed by the university for 19 years, was an assistant accountant in the endowment section of the university's corporate-accounting office. She was placed on investigative leave in November and fired in December.

University officials said the theft had no serious effect since it was "relatively small" compared to the university's \$1.3-billion endowment. However, internal controls are being checked, and the university expects the money will be recovered.

"We're satisfied it's an isolated case," says Richard L. Matusiewicz, a university spokesman. "It doesn't raise any more questions."

Harvard University has reached a research agreement of nearly \$24-million with the Bristol-Myers Squibb Company. Over the next five years, the pharmaceutical company will inject \$2.5-million into Harvard's School of Public Health in the largest industrial-sponsored research grant ever awarded to the school. The grant will set up a laboratory to research various physical conditions that can lead to heart attack, strokes, and other debilitating illnesses.

In return, Bristol-Myers, based in New York, has the right to license discoveries and inventions from the research.

It isn't \$24-million but it still counts: The University of the District of Columbia has announced a "One Million Pennies Campaign" to help raise \$100,000 to support scholarships and university programs.

When the campaign opened this month, the university put out a warning well on its way: Pennies to receive the pennies. If the university receives all the pennies it hopes for, it will have raised one-tenth of the \$100,000 goal.

There's a general feeling that campuses have lost the sense of community and have become increasingly fragmented," says Edgar F. Beckham, a program officer in education and culture at the Ford Foundation.

An assumption behind all three programs is the idea that colleges must not simply recruit and enroll more minority students; they must also create academic

Business & Philanthropy



Edgar F. Beckham of the Ford Foundation: "There's a general feeling that campuses have lost the sense of community and have become increasingly fragmented."



Anne Dowling of Philip Morris: "This will enable some colleges to implement programs that will have an impact on attitudes and beliefs about differences."

Grant Makers Are Devoting Millions to Effort to Improve Racial Tolerance on Campuses

Continued From Page A1

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Harvard U. Reports \$42-Million Deficit, Its First Since 1974

New maintenance entry makes the difference; no big cuts seen

By JULIE L. NICKLIN
For the first time since 1974, Harvard University has closed its fiscal year with a deficit. The \$41.9-million shortfall in its 1991 operating budget of \$1.2-billion was the biggest that Harvard had ever recorded and a larger amount than those reported by other major universities.

Administrators said they would deal with the deficit without resorting to widespread layoffs or cuts in programs.

Although Harvard has the largest endowment of any university in the country—valued at \$4.7-billion as of June 1991—it was not enough to buffer the university from financial stress. Harvard officials blamed the deficit on reduced overhead payments from the federal government as well as the rising costs of academic programs, financial aid, and employee salaries and benefits. At the same time, the university's revenue has slowed.

"We Don't Kid Ourselves"

"The deficit is troubling but not alarming," said Robert H. Scott, Harvard's vice-president for finance. "And what we are going to do is manage the budget effectively and competently—without making any drastic cuts."

For the first time, Harvard included on its balance sheet the amount that the university believed it should spend each year to keep its facilities in good condition: \$76.5-million. Without that change, the university would have reported a surplus, Mr. Scott said.

"We're determined to balance the budget in a way that we don't kid ourselves," Mr. Scott said. "If we are going to maintain these buildings well, we must deal with them."

The deficit was explained in the 1990-91 "Financial Report to the Board of Overseers of Harvard College." The report said the largest part of the deficit, about \$10-million, had come from undergraduate arts and sciences.

Other universities are reporting deficits. Yale University faces an \$8.8-million deficit this year; Stanford University has budgeted for a \$24.5-million deficit this year; and Columbia University has projected a deficit of \$15-million for 1992-93.

Harvard's report said its university's total expenses had grown by 5.7 per cent in 1991, with the costs of salaries, employee benefits, and financial aid increasing the most.

Costs Outpace Income

Harvard's income from major gifts, endowment earnings, and tuition did not keep pace with the increasing costs. The \$196-million in gifts that Harvard received in 1991 marked a 3.7-per-cent drop from the previous year, when \$203-million was raised.

Although the university has not announced charges for tuition, room, and board for 1992-93, Harvard is "very reluctant

Continued on Following Page

Grantors Seek to Help Improve Campus Attitudes on Race

Continued From Preceding Page
tance, but most often skepticism," says Mr. Beckum. "But these projects are inviting. They open up discourse on difficult issues."

Ford's Race Relations and Campus Diversity program, now in its second year, has awarded more than \$2-million. In the first year, 20 private, residential colleges each received grants ranging from \$25,000 to \$100,000 for new or revised courses that include multicultural topics; artistic activities; and faculty seminars. In the second year, each of five urban, commuter universities received a \$150,000 grant for similar purposes.

Seminars on Diversity

At Princeton University, the \$86,000 Ford grant is supporting seminars on cultural and ethnic diversity that attempt to link the classroom with day-to-day living in a pluralistic society. The seminars are an "extremely sensitive" reaction to what's going on at colleges, says Stanley Katz, who is teaching

Harvard U. Reports \$42-Million Deficit

Continued From Preceding Page
tant" to make significant increases in tuition, Mr. Scott said. The increase in those charges last year was 6.5 per cent.

Also during 1991, the Harvard Management Company, which oversees the university's endowment, wrote down the value of Harvard's investments in real estate, gas, and oil to reflect declines in those markets. The writedown has been reported to be as high as \$200-million. According to Mr. Scott, the return on Harvard's \$4.7-billion endowment in 1991 was 1.1 per cent, compared with 7.5 per cent in 1990.

As a result, the university is looking at a variety of measures to curb spending. President Neil Rudenstine will work with academic deans to find ways to reduce services and consolidate programs, Mr. Scott said.

Officials predict that a decade could pass before the deficit is entirely erased. "It's a challenge," said Mr. Scott. "And it's not going to be easy."

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a course at Princeton on prejudice and the challenge of pluralism.
"People assumed that once you got all these new people on campus, it might take a while, but they would become integrated into the university community. And of course they haven't," says Mr. Katz, a visiting member at the Institute for Advanced Study, who is on leave from the presidency of the American Council of Learned Societies.

In the program's latest phase, Ford decided to award grants to consortia of institutions, hoping to "leverage" expertise among many colleges. One such grant, \$430,000, will go to the Western Interstate

Commission for Higher Education, which plans to develop a series of institutes for representatives from 15 to 20 institutions that are developing strategic plans in which diversity is a key component.

At the Lilly Endowment, 10 colleges and universities have received grants of \$150,000 each in the first year of the foundation's program to improve campus climates. Lilly is devoting \$6-million over four years to the program, which is open to every accredited, four-year, private college in eight Midwestern states—Indiana, Illinois, Iowa, Kentucky, Michigan, Missouri, Ohio, and Wisconsin.

The projects receiving support in

the first year were marked by widespread involvement of faculty members and students, says William C. Houffield, Lilly's vice-president for education.

Theatrical Performances

Hiram College is using its Lilly grant to support curricular development and theatrical performances, for both on- and off-campus audiences, that celebrate diversity. Lawrence University is redesigning a required freshman course to introduce multicultural perspectives. Ohio Dominican College is developing a mentor program that pairs faculty members from various disciplines with black scholars.

Colleges have assumed too long that the "burden of adjustment"

Business & Philanthropy

lies with the student, Mr. Beckum says. "Colleges really need to make it a two-way street and out and make adjustments."

At Philip Morris, Ms. DeLoe says the campus tolerance program was sparked by the increase in minority enrollment at colleges by the change in social relationships as more women enjoy more responsibility and visibility in the workplace. Also a factor is the rise in incidents of discrimination on campuses, she says.

The new program seeks to understand what impact diversity will have on the future work force. How well prepared colleges are to educate that work force. "The issues are very important to R. Morris and other companies," Dowling says.

Note Book

Students at Nebraska Wesleyan University taking a course in sociological research are required to write letters home to their parents.

Dave Jaquinta, the sociology professor who teaches the class, says he thinks that students are better able to see the link between sociology and their everyday lives by writing letters that explain what they are learning. "I thought it would be a more meaningful way for them to translate what they are learning for non-specialists," Mr. Jaquinta says. "It's important because they can't just throw jargon at people if they go into sociology."

Mr. Jaquinta says that students in his course initially thought the letters would be an easy way to earn a good grade, until they learned that he would grade the letters for the research that students used and for the clarity of their explanations. Each student must write one letter about the research they are conducting for the course; it counts as one of three examinations that make up about 50 per cent of their final grade.

About 75 black students from 15 colleges and universities in the Northeast are expected to attend a student-leadership conference at Yale University this week.

The Black Student Renaissance Conference is intended to inspire students to organize community service projects for black children in their communities, says Wendy Battles, a conference coordinator and a graduate student at the University of New Haven.

"It's up to our generation—a new generation of black leadership—to solve some of the problems," says Ms. Battles. "We can't afford to wait for the government and other people to help us."

The conference will include workshops to help students develop their skills in politics, fund raising, public relations, volunteer recruitment, and proposal writing.

The Black Student Alliance at Yale and the Black Student Leadership Network, an organization that lobbies on issues of concern to black students, are sponsoring the conference.

Students' interest in environmental issues led Swarthmore College officials to offer a new class this semester called "Swarthmore and the Biosphere."

The students are studying the impact of their daily eating habits on the environment by tracing the college's use and disposal of food and waste products. They will study how much food consumed at Swarthmore is locally grown, how much food is used to transport the food, whether pesticides and preservatives are used in the food's production, and how much food is wasted.

About 80 students attempted to enroll in the course, which had room for only 18.

Students



Andreea Parrot: "When a woman knows her assailant, what she may have been drinking, people have more trouble with that."



Neil Gilbert: "The problem with man and woman is inaudibility and miscommunication, but you can't call that rape."

A Berkeley Scholar Clashes With Feminists Over Validity of Their Research on Date Rape

He says they exaggerate to impose new norms on intimacy; they call him an uninformed critic

By MICHELE N-K COLLISON

While the country has fixated on the courtroom sagas of celebrities accused of date rape, in academe a battle has been brewing over whether rape statistics have been blown out of proportion by a group of researchers bent on scaring the public into changing its attitudes about the issue. The opening salvo was fired by Neil Gilbert, a professor of social welfare at the University of California at Berkeley, who says surveys reporting that up to a quarter of college women could be victims of rape are false. Mr. Gilbert says the statistics have been generated by "radical feminists" out to impose "new norms governing intimacy between the sexes."

Utter nonsense, say his critics. Mr. Gilbert's specialty is social welfare, not sexual assault, they point out, and they say he has little familiarity with the subject of acquaintance rape or its victims. They accuse him of distorting their research and say his criticism is part of a growing backlash against feminism.

Journal Article Stirrs Emotions

"He is an uninformed critic," says Gail Abuchon, director of the Rape Treatment Center at Saint Monica Hospital, which treats many young women who say they have been raped by classmates or other acquaintances.

"He won't have any lasting impact on this issue," she adds. "Colleges that have any experience with rape on their campuses are taking a serious look at this issue and

are trying to create effective programs to deal with it."

So it has gone, back and forth between Mr. Gilbert and the professors who have conducted research that Mr. Gilbert has bashed in *The Wall Street Journal*. In several television appearances, and in last spring's issue of *The Public Interest* in an article entitled "The Phantom Epidemic of

"Colleges that have any experience with rape on their campuses are taking a serious look at this issue, and trying to create effective programs to deal with it."

Sexual Assault." In that article, Mr. Gilbert concluded that feminists had distorted the definition of rape to create a bogus epidemic.

The article was bound to stir emotions about date rape, coming as it did during an investigation into allegations that William Kennedy Smith raped a woman at the Kennedy compound in Palm Beach, Fla. (He was acquitted of the charges.)

Indeed, date rape has been one of the hottest issues on campuses in recent months. Colleges have been grappling with how to handle the problem of acquaintance rape in the wake of lawsuits by women who claim colleges did not take their alle-

gations seriously and failed to punish their assailants.

Mr. Gilbert's challenge to research on date rape has angered students on his campus. After his journal article was published, about 100 students protested in Berkeley's Sproul Plaza.

Although several professors have conducted research on rape, Mr. Gilbert's biggest dispute is with a 1985 study by Mary Koss, a professor of psychology at the University of Arizona, who surveyed 6,159 college students. Ms. Koss determined from their answers to survey questions that 15 per cent of the women questioned had been raped at some time in their lives. Of those, she found, only 27 per cent acknowledged that they had been raped. An additional 16 per cent said they thought what happened to them was a crime, but did not realize it could legally be called rape. An additional 46 per cent said they believed they were victims of "serious miscommunication," but not rape. And 11 per cent said they did not feel any crime had been committed.

Near-Hysteria Charged

Finally, 41 per cent of the women who Ms. Koss determined had been raped reported that they had had sex again with the men who had raped them.

Mr. Gilbert says researchers are inflating rape statistics to gain attention and money for rape-prevention and counseling programs. "There is a date-rape move.

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Despite Enrollment Gains, Hispanics' College-Going Rate Changes Little in Decade

By KATHERINE S. MANGAN

Despite recruiting efforts by colleges, Hispanics still lag behind other minority groups in college enrollment.

That was one of the conclusions of participants who attended a symposium on higher education and Hispanics this month at the University of Texas's campus here.

While Hispanic enrollment has grown in recent years, the change is largely due to an increase in the Hispanic population. The actual proportion of Hispanic students going on to college hasn't changed much over the last decade.

"Second- and third-generation Latinos are not catching up edu-

tionally, and in some cases, they are even falling behind," said Jorge Chapa, a professor at the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin.

Cost Cutting Feared

Diana S. Natalicio, president of the University of Texas at El Paso, cautioned in an interview that some cost-cutting measures could hurt members of minority groups. For instance, colleges that raise entrance standards to trim enrollment might find that fewer minority students qualify for admission, while those that impose hiring freezes won't make any progress in diversifying their faculties.

"In tough times, we always

think about shrinking and closing things down," Ms. Natalicio said. "We've got to empower people, and the only way to do that is through education."

The El Paso campus, which is near the U.S.-Mexico border, has evolved over the years into a predominantly Hispanic university. About 60 percent of the 16,830 students are Hispanic. It has been cited nationally as a model for institutions with large minority enrollments because of its extensive minority-recruitment and student support services. University officials point out that the graduation rate for Hispanics is higher than for Anglos.

Several speakers urged their colleagues not to become overly con-

cerned about recent reports showing increases in the number of Hispanics enrolled in college. Hispanic enrollment grew by 61 percent from 1981 to 1990, according to a 1991 report by the American Council on Education. However, that is due largely to a nearly 60-percent increase in the proportion of 18-to-24-year-olds Hispanics in the same decade, Mr. Chapa said.

An Alarming Drop-Out Rate

The proportion of Hispanic 18-24-year-olds enrolling in colleges has actually dipped about the same over the last decade—at 16 percent. That compares to 25.4 percent of blacks in 1990 and 32.5 percent of whites.

At the same time, the high-

school dropout rate for Hispanics remains alarmingly high, said those at the seminar. In 1990, only 50 percent of Hispanics graduated from high school, about the same proportion as 10 years ago. This, among women, is the highest proportion of black students who dropped out and nearly 30 percentage points behind the graduation rate of whites, according to the census report.

Higher-education experts had a number of theories about why so many Hispanics drop out of school, including a high rate of poverty and low expectations. Some teachers have for Hispanics, youngsters. In addition, the parents of many Hispanic teenagers did not finish high school themselves and may have trouble helping their children with school work or intervening with the school system on their children's behalf. Hispanic children also tend to be concentrated in poorer schools, where teachers have less training.

No Evidence of Favoritism

While some critics insist that higher-education institutions are unfairly favoring minority-group members in faculty and student enrolling, Ms. Natalicio told the symposium participants she found no evidence of that.

"This notion that minorities are somehow taking over higher-education institutions is not borne out by the statistics," said Ms. Natalicio.

Hispanic representation on college faculties has inched up from 1.5 percent in 1979 to 2 percent in 1989, the American Council on Education reported.

Manuel T. Pacheco, who spent much of his career in predominantly minority institutions before assuming the presidency of the University of Arizona last year, said higher-education officials must do more to make their campuses hospitable to minority students.

"The presence of students of color on campus provides visible evidence that the club's membership has increased to some extent," said Mr. Pacheco. "We invited them to join. Now, we have to help them succeed."

Students need to see more minority-group members among the ranks of the faculty and administration, and their achievements better reflected in the curriculum, he said. In addition, higher-education officials must do more to promote tolerance and open-mindedness on their campuses.

Institutions like the University of Texas at El Paso and the University of Houston-Downtown, where Mr. Pacheco served as president, have already made that leap," he said, while others, like the University of Arizona, "have a long way to go."

High-School Progress Charted

Several of the symposium speakers outlined strategies that colleges were employing to try to attract more Hispanic students and keep them enrolled.

To determine how prepared Hispanic students are for college-level work, California State University

Students



Jorge Chapa of the U. of Texas at Austin: "Second- and third-generation Latinos are not catching up educationally."

at Bakersfield charts students' progress in high school, year by year, said the university's president, Thomas A. Arciniegas. The university keeps track of drop-out rates, as well as the kinds of courses that Hispanic students take.

To help those who have trouble after they enter the university, faculty members are asked to report the names of students who are failing or in danger of failing so a staff member from the dean-of-students office can contact them. The staff member works with the students to help them boost their grades, sometimes by referring them to tutors or counselors.

One speaker urged her colleagues not to be afraid to ask the community for support when new programs or scholarships are needed. When Juliet V. Garcia took over as president of Texas Southmost College, she decided that aggressive action was needed to combat the area's soaring dropout rate and the weak academic skills of incoming freshmen.

Now that a professional class of Hispanics is making inroads in higher education, said Arturo Paez, vice-president for student affairs at the University of Texas-El Paso, they are in a strong position to offer leadership.

Instead, he suggested, many are too caught up in advancing their own careers.

"In some cases," he said "we have become elitist, hierarchical, and non-community-oriented, concerned with our research grants, promotions, and buying research time from teaching."

Mr. Pacheco added that it was time "to reinvigorate ourselves" for the struggle ahead. "These are tough times, and there has never been a greater need for leadership," he concluded.

Dispute Flares Over Validity of Date-Rape Research

Continued From Page A35

not out there," he says. "No one else has said there is a problem with these numbers."

Mr. Gilbert says the attention to date rape has caused near-hysteria among women on some campuses. He says he has dared only to say or not? Please sign on the line below.

"Women who really have been raped have their experiences diminished by women who have gone back and slept with their rapists."

that some situations that have been called rape are not rape. "They are really playing fast and loose with the numbers," he says of researchers.

Much of what happens between men and women "is a grey area," Mr. Gilbert maintains.

"Maybe she had too much to drink, lost her inhibitions, and had sex with him," he adds. "The next morning she was sorry. And a large part of it is miscommunication. The problem with men and women is inensitivity and miscommunication, but you can't call that rape."

Mr. Gilbert criticizes figures that researchers have produced by comparing the data with federal crime statistics. Those statistics estimate that one of every 1,000 women in the population, or one-tenth of 1 percent, is a victim of rape.

While Mr. Gilbert acknowledges that crime reporting often is flawed, he says the statistics are similar to others, but Mr. Gilbert chooses to ignore that research. Mr. Gilbert, who also notes, has performed no research of his own on date rape.

To back up his argument, Mr. Gilbert points to the fact that in Ms. Koss's survey, about 73 percent of the women whom he had interviewed said they had been raped but not reported their experiences as rape.

"Now how can you say college-educated women don't know they've been raped?" Mr. Gilbert asks. "That description infantilizes women. When you're raped, you feel violated. That's saying it's such a complex crime that these women could not know they have been raped."

"A Brutal Crime"
Mr. Gilbert also takes issue with Ms. Koss's finding that roughly 40 percent of the women who said they had been raped chose to sleep with their rapists again.

"Rape is a brutal crime. If you were raped, why would you sleep with your rapist again?" he asks.

Moreover, Mr. Gilbert says that by labeling incidents as rape when they aren't, researchers dilute the seriousness of the crime. "Women who really have been raped have their experiences diminished by women who have gone back and slept with their rapists," or who have said they didn't realize they had been raped," he says. "It desensitizes people to the real crime

of rape." In his article in *The Public Interest*, Mr. Gilbert wrote that the new rules of the "radical feminists will rule out passion, emotional turmoil, entrapment, flirtation, provocation, demureness. And in its place will be cold-headed, spontaneous sex: 'Will you do it, yes or no?' Please sign on the line below."

In an interview last July with *The Los Angeles Times*, Mr. Gilbert said the date-rape movement consisted of "a small contingent of radical feminists, many of whom were victims or close to victims."

"They come with great passion and commitment to preventing this thing from happening to anybody else," he continued. "They've done a good job of raising consciousness, but they crossed over the line, taking normal relations between men and women, with all the psychological confusion and misunderstanding, and reducing it to rape."

Mr. Gilbert's critics say he distorts their research. They say they use a legal definition of rape: forced intercourse against a person's will and without her, or his, consent. They also say that Mr. Gilbert is in unfamiliar territory because he has never worked with date victims.

If Mr. Gilbert had any experience with victims, they say, he would know that women who have been raped by men they know do not call the crime rape because they believe their rape is something committed only by a stranger.

Changing Perceptions

They also say that a number of men have conducted research on rape and have produced statistics similar to theirs, but Mr. Gilbert chooses to ignore that research. Mr. Gilbert, who also notes, has performed no research of his own on date rape.

"Sexual assault is not his field," Ms. Koss says. "Social welfare is

his field. He is saying to women, 'This experience is not real, you have misperceived your experience.' The failure to embrace the correct legal label for one's victimization does not mean that the victimization did not occur."

Others say that society is grappling with changing perceptions of

"Now how can you say college-educated women don't know they've been raped? That description infantilizes women."

the rape. "No one has a problem with stranger who jumps out of the bushes, beats his victim to a pulp, and brutally rapes her," says Andrea Parrot, assistant professor of human services at Cornell University. "But when a woman knows her accuser, when she may have been drinking, people have a lot more trouble with that. Most people, including victims of rape, don't call it rape."

Moreover, many women who have reported that they have slept with their rapists after the rape said that the men were their spouses or boyfriends. Ms. Koss says that some female victims go back to their rapists in a misguided attempt to try to control the men's behavior. Eighty-seven percent of the women eventually ended their relationships with the men who raped them, her study shows.

Mr. Gilbert's critics say that his suggestion that researchers have stored a date-rape movement is ridiculous. "People who come to rape-treatment centers don't have a political agenda," says Ms. Abnabel. "They don't even want to report their crimes. They just want treatment for their problems."

Mexican Students, Including Commuters, Succeed at Texas Universities

While many of their brothers in Ciudad Juarez, Mexico, are still asleep, Maria, Rosi Lili, and Isato Chee pile into their car and head for the U.S. border, their watches already set back an hour for El Paso time.

After a trip that can take an hour and 40 minutes if traffic is backed up, they arrive at the University of Texas campus here, ready to begin a day of studies.

The Chee siblings are among the 927 Mexican students enrolled at the El Paso campus. Many of the Mexican students, who make up 6 percent of the university's population, travel back and forth over the international border every day.

Although many of the students first arrive unable to carry on a conversation in English, they not only graduate, but excel. The reason, at least in part, is that the university offers an array of support programs.

When Maria Chee arrived here as a freshman, she scored at the lowest level in an English placement examination and was immediately enrolled in English classes for non-native speakers. By her second semester, she was able to

start her regular courses, some of them taught in Spanish. A bilingual faculty member served as her adviser.

"Before I came to UTEP, I wasn't really familiar with the American university," Maria Chee says. "I feel like I'm in a comfortable environment, though, because there are so many people here that are Mexican-American." Hispanics make up about 60 percent of the university's student population, and of those the vast majority are Mexican-American.

In-State Tuition Rates

In addition to the three Chee siblings (their father is Chinese and their mother, Mexican), an older sister attended the university, and a younger brother is planning to do so. That would not have been possible if it were not for a Texas law that allows border institutions like UTEP to charge Mexicans the same tuition that Texas residents pay if the Mexicans demonstrate financial need. Some 84 percent of the Mexican students attending the university receive the in-state rate of \$24 per unit, instead of the \$162 per unit that non-residents pay.

The law was passed in 1989 to help Mexican students hurt by tuition increases at state institutions. The increases, combined with the devaluation of the peso, had caused Mexican enrollment at El Paso to drop by 48 percent from 1984 to 1986—to 296 students from 372.

Ms. Chee says she was attracted to the university by its tuition policy as well as by its reputation. "I decided to go to UTEP while I was in high school in Juarez, because I wanted to get a good education," she says. "I knew UTEP was especially good in science."

By the time she graduated in December, Ms. Chee had earned a 3.95 grade-point average, as well as the distinction of "most tutor." She is now pursuing a master's degree in electrical engineering.

Although El Paso and Ciudad Juarez are adjacent cities separated only by the Rio Grande, crossing the border into a different time zone can be a long and difficult journey.

The Chees leave home most weekday mornings at 7:30, which is 6:30 in El Paso. Maria Chee also keeps her watch on El Paso time since she spends more of her time at the university than in Mexico.

co. Traffic piles up early at the bridge that crosses the Rio Grande. Most of the Mexican students who attend the University of Texas at El Paso live in their home cities, and many share daily rides back and forth.

The Chees often head back at around 7:30 p.m. El Paso time: 8:30 in Juarez—and arrive home late in the evening.

The long commute and hassles of crossing the border are worth it to the Mexican students who make the trip every day, because a degree from an American university is often perceived to be more prestigious than one earned in Mexico.

Some Courses in Spanish

All new foreign students are required to take an English-proficiency test to determine whether they're ready to enroll in regular university courses. The university offers an array of courses to improve their English skills.

As a further transition, many students sign up for courses taught in Spanish. Several introductory courses across a variety of disciplines are offered in Spanish, although the textbooks are in English. The courses are ideal for students like Maria Chee who speak little English at first but are eager to move ahead with their studies.

Although a few people grumble about Mexican students' getting the same tuition as Texas residents, most realize that the economies of Texas and northern Mexico are intertwined. The dramatic growth in the number of manufacturing plants in northern Mexico—some 300 factories employing more than 130,000 workers—has immunities on both sides of the border. Students also benefit from their classmates' different perspectives, university officials say.

"When you have Mexican national in a finance class, that's going to enrich the educational experience of everyone in the class," says Beto Lopez, director of recruitment and scholarships for the El Paso campus. "And it's a very possible, the way things are going, those students are going to be working side by side for Motorola, either in the U.S. or in Mexico."

—KATHERINE S. MANGAN



Mexicans Maria, Rosi, and Isato Chee at a bridge between Ciudad Juarez, Mexico, and El Paso, Tex., where they attend the state university.

What They're Reading on College Campuses	
Book	Page
1. <i>Life's Little Instruction Book</i> , by H. Jackson Brown, Jr.	1
2. <i>The Prince of Tides</i> , by Pat Conroy	7
3. <i>The Seven Habits of Highly Effective People</i> , by Stephen R. Covey	8
4. <i>Jurassic Park</i> , by Michael Crichton	9
5. <i>You Just Don't Understand</i> , by Deborah Tannen	9
6. <i>Scarlett</i> , by Alexandra Ripley	10
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8. <i>Fried Green Tomatoes at the Whistle Stop Cafe</i> , by Fannie Flagg	11
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Athletics

Education Department Says CUNY's Brooklyn College Discriminates Against Female Athletes and Coaches

BROOKLYN, N.Y. — Brooklyn College of the City University of New York has discriminated against its female athletes and coaches, the Education Department's Office for Civil Rights has decided after a 14-month inquiry.

The finding was welcomed by women's rights advocates who say it may indicate that the civil-rights office is serious about the issue of sex equity in college sports.

It came just weeks after the Education Department released for comment a proposed memorandum that would warn college presidents not to violate federal sex-discrimination laws when they make decisions about eliminating sports teams. The issue is not at a time when many institutions are searching for ways to deal with deficits in their sports budgets.

"We made sex equity a high priority for '91-92, and this is an indi-

cation of our responsiveness to our priorities," Michael L. Williams, Assistant Secretary of Education for civil rights, said of the Brooklyn case.

In a letter to the college, the civil-rights office said Brooklyn was not in compliance with Title IX of the Education Amendments of 1972, which bars sex discrimination in programs that receive federal assistance.

Unfair Scheduling Charged

Following its review of the college's athletics program, the civil-rights office determined that Brooklyn was not providing male and female athletes with equal opportunities to participate in sports. The office found that female athletes were not treated fairly in such areas as the scheduling of games, assignment of coaches, the provision of sports equipment and locker rooms, and recruitment.

The office also found, however, that the college was providing equal opportunity in its awarding of financial assistance to male and female athletes, and that women were treated fairly when it came to travel allowances and the opportunity to receive academic tutoring.

The letter, called a "Violation Corrected Letter," spells out assurances made by the college that it is now working toward complete compliance with Title IX requirements. By next fall, for example, the college plans to add women's sports teams as needed to eliminate disparities in opportunities for male and female athletes.

In a statement, acting President James N. Longpré said that the college "has been engaged in continuing efforts to ensure equity" in its athletics program. The effort, he said, included new assignments for coaches and a survey of athletic interests of students with an eye toward adding new women's sports teams.

2 Professors Complained

The investigation by the civil-rights office was sparked by a complaint filed with the office in 1990 by two physical-education professors at Brooklyn. The professors, R. Vivian Acosta and Linda J. Carpenter, claimed that many inequities existed between men's and women's sports at the college. They charged, for example, that in 1990-91 Brooklyn planned to spend

\$180,475 on salaries for coaches of men's teams and \$39,525 on salaries for coaches of women's teams. Oliver L. Vargyas, senior counsel at the National Women's Law Center, who has followed the Brooklyn case, says the most important factor now is to see how the civil-rights office follows up on its findings. "The letter itself is a very important first step in finally establishing the Office for Civil Rights as a serious player in the effort to eliminate pervasive sex discrimination in education-related athletics," she said. "However, we must still be watchful and see how they work out problems within the oca process—such as not involving the parties who complained in the process and not having a specific structure to insure the monitoring of compliance."

—DEBRA E. BLUM

ATHLETICS NOTES

- Volleyball team's elimination is put on hold
- NCAA criticizes due-process legislation

The women's volleyball team at the California State University at Fullerton has won a temporary court order to stop the university from eliminating it.

Last month the university announced it would drop the volleyball team and the men's gymnastic team as part of an athletics-department plan to concentrate time and money on other sports. The university said all scholarships for students on the teams would be honored through the spring.

The volleyball coach, Jim Huffman, requested a preliminary injunction in Orange County Superior Court to overturn the university's decision. A hearing was scheduled for this week.

Mr. Huffman said the university's decision violated the California Education Code, the state constitution, and Title IX, the federal law that requires equity in men's and women's college sports. According to statistics he compiled, men make up only 44.4 per cent of the university's student body, but 73.6 per cent of the positions available in sports are for men. Eliminating the volleyball program will decrease the number of women participating in sports at the university by 12 per cent, Mr. Huffman said.

A university spokesman said Mr. Huffman's statistics were misleading and did not reflect the level of university support for the men's and women's teams. He would not comment further on the case.

Legislators in several states have been pushing for legislation that would force the National Collegiate Athletic Association to give accused athletes,

coaches, and universities rights similar to those now enjoyed by criminal defendants. Last week a Mississippi State legislator filed a bill on the subject, and in Kansas a law that would regulate enforcement proceedings and guarantee due process was expected to come up for hearings in the Kansas House of Representatives. The State Senate has already passed the measure.

Meanwhile, NCAA officials and lawmakers are gearing up for a scheduled hearing next month of a lawsuit on the issue in Nevada. The NCAA sued the Governor of Nevada in federal court last fall, challenging the constitutionality of a state law that regulates sports investigations.

The NCAA is also discussing with Florida lawmakers a new state law governing NCAA investigations that is expected to go into effect this summer.

At a meeting of college football coaches and university administrators last week, Richard D. Schultz, the NCAA's executive director, lamented the pending due-process bills. Mr. Schultz, who planned to testify before the Kansas House, said the bills were an attempt to "go to the enforcement process" and would prevent the NCAA from enforcing its rules uniformly.

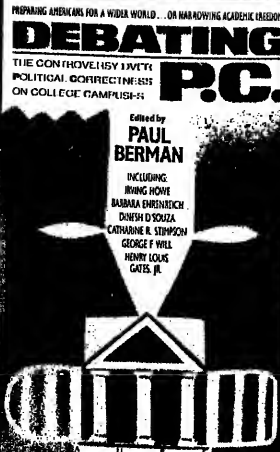
Mr. Schultz added that the NCAA procedures satisfied due-process requirements and adequately made up for the association's lack of subpoena power—which is where some state legislators say the NCAA's policies fail to provide due process.

—DEBRA E. BLUM

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Dispatch Case

Liberal-arts colleges that do an outstanding job of preparing students for careers in international affairs deserve far more federal support, a new report declares.

Prepared by a consortium of private colleges that call themselves the "International 50," the report maintains that such institutions already do a better job in emphasizing foreign languages and area studies than do their research-oriented counterparts, which receive more federal funds. "These schools provide far more than their reasonable share of the 'seed corn' for efforts in world affairs, and unless they are nurtured, their contributions will be impaired," the report says.

The report urges colleges to seek funds from private and public sources to send undergraduates abroad to accompany faculty members on research and teaching assignments.

The report supplies an earlier study that identified the 50 colleges, based on their course offerings, study-abroad programs, and the career choices of their graduates. The Chronicle, June 26, 1991.

The latest report, "In the International Interest: The Contributions and Needs of America's International Liberal Arts Colleges," is available free from Information Services, Bantam College, 700 College Street, Hoboken, N.J. 07030.

Scientists from two Israeli institutions—Tel Aviv University and the Weizmann Institute of Science—will soon begin work on a super-laser that may become a part of America's Strategic Defense Initiative.

The project recently won the approval of Yuval Ne'eman, a Tel Aviv University physicist who is Israel's Minister of Energy, Infrastructure, Science, and Development. The \$300,000 budget will be provided by the ministry, the Israel Academy of Science, and the Binational Science Fund, an Israeli-American foundation that supports cooperative research projects.

The free-electron laser that the Israeli team hopes to produce could be used to destroy incoming missiles.

While the sum appropriated is low for this type of project, Mr. Ne'eman said, "it may well be that budget constraints will encourage the discovery of 'smart' solutions." He also noted that the project would make use of underutilized facilities, such as the particle accelerator at the Weizmann Institute.

The involvement of Israeli scientists in research projects linked to the SDI has caused debate at Israeli universities in the past. However, such controversy has not been the same scale as SDI protests in Europe and in the United States, mainly because Israelis regard incoming missiles as a real threat, as they were during the Persian Gulf war.

International

RUSSIAN EDITION SELLS OUT

Western Economics Textbook Gains Many New Readers as Market Systems Develop Where Communism Failed

By PETER MONAGHAN

SEATTLE — Political change in Eastern Europe and the former Soviet Union is producing thousands of new readers for the American authors of basic textbooks in economics and business—Paul Heyne among them. But Mr. Heyne's book is reaching the readers by way of a novel effort to put works of Western economic thought into the hands of students and scholars in the former Communist East.

Written to Offer an Overview

Mr. Heyne, a senior lecturer in economics at the University of Washington, originally wrote his textbook, *The Economic Way of Thinking*, for U.S. students in need of a quick overview of how Western economics work. Now it is being translated into the languages of several countries that are replacing planned, centralized economic systems with Western market economies. Students in those countries are said to be

Continued on Following Page



Paul Heyne: "Few things would contribute more to human happiness in our strife-torn world than a wider understanding of how markets work."

U.S.-Backed Center in Russia to Employ Nuclear Scientists From Soviet Union

By KIM A. McDONALD — Representatives from the United States, Russia, and Germany agreed in Moscow last week to establish an international science and technology center that would employ nuclear scientists and engineers in the former Soviet Union in an effort to prevent them from selling their nuclear-weapons expertise to other countries.

The center, to be located in Russia, will solicit contributions for its operation from "foundations, academic and scientific institutions, and other non-government bodies," according to a statement issued jointly by the U.S., Russian, and German governments.

\$26-Million Contribution

The United States will provide an initial contribution of \$25-million from a \$400-million fund approved by Congress last year to assist in the dismantlement of the

Soviet nuclear arsenal. German officials said they would solicit support from the European Community and its member states.

The agreement was signed by Secretary of State James A. Baker, III, Russian Foreign Minister Andrei Kozyrev, and German Foreign Minister Hans-Dietrich Genscher. According to their joint statement, the center will serve as "a clearing-house for developing, selecting, funding and monitoring projects that would be carried out primarily at institutions and facilities located in the Russian Federation and other interested Commonwealth states."

The officials said the center's primary purpose "would be to give weapons scientists and engineers opportunities to redirect their talents" to civilian-research activities by providing them financial support to conduct projects in basic and applied

research. It would also provide financial assistance for efforts in the former Soviet Union "to reduce and eliminate weapons of mass destruction."

Concern for Civilian Researchers

While many U.S. scientists applauded the agreement as an important step in preventing nuclear proliferation, some said they were concerned that it ignored civilian scientists in the former Soviet Union, many of whom had made a conscious decision not to participate in weapons-related research.

"The U.S. government is more concerned with renegade nuclear scientists than in helping Russian science," said Jeremy J. Stone, president of the Federation of American Scientists. "But the real U.S. interests lie in seizing the opportunity to link Russian and American science in a creative and collaborative way."

A Text for People Where Communist System Died

Continued From Preceding Page
particularly eager for texts that can help them understand how such economies function, and how their nations can accomplish the shift from Communism to capitalism.

Mr. Heyne's book was first published in 1973 and has gone through several editions and scores of printings in the United States since then. It is considered a best seller among textbooks used in short survey courses in economics.

When the first two translations of it appeared last year in Czechoslovakia and Romania, 30,000-copy first printings quickly sold out in both countries. Since then a Hungarian edition of 15,000 copies has been published, and Albanian, Bulgarian, and Ukrainian editions are in the works.

The highest new source of readers for Mr. Heyne is the former Soviet Union, where a Russian edition appeared last fall. Because it was one of the first Western economics texts published there since the 1917 revolution, it quickly sold out its press run of 100,000 copies," says Tom G. Palmer, the director of the Institute for Humane Studies at George Mason University, which is largely responsible for the publication of Mr. Heyne's book in so many countries. Mr. Palmer says Moscow's Referendum Publishing Company is now trying to purchase enough paper to print another 100,000 copies.

'Sacred Books' of Marxism

The Institute for Humane Studies supports scholarship that draws on the tradition of 19th-century liberalism, which emphasized such concepts as the rule of law and individual rights and liberty. It established a translation and publishing program, says Mr. Palmer, because good texts in the social sciences simply did not exist in Eastern Europe. "There has been nothing in economics other than Marxist-Leninist 'sacred' books," he says.

Mr. Heyne's book was chosen, says Mr. Palmer, because it was judged the best systematic introduction to market economies—one

that addresses the problems that gave rise to the discipline.

The non-profit institute acts as a publishing go-between. It arranges to purchase the right to publish Mr. Heyne's book in a particular country from the American publisher, Maxwell-Macmillan International. It then finds a group of academics in that country to prepare a translation of the work, and it donates the copyright to them. The group then arranges for local publication of the translated book, which is sold at a below-market price. The institute also has donated desktop publishing equipment to help the local groups in their work.

Mr. Heyne gets nothing but new readers from the deals, but he admits to being a satisfied observer of his book's new-found success. He

"It was amazing how attentive these people were. I would not sit and listen to Moses for five days through an interpreter."

personally purchased the rights to publish the book in Czechoslovakia and donated them to the institute.

Mr. Palmer has been the force behind the translations. He has traveled to several countries to find what he calls "real economists, not old hicks" to work on the book. Translating some Western economic terms, he says, has proved to be a challenge, because Eastern European equivalents were long dead of Marxism-Leninism.

Other challenges, Mr. Palmer says, include locating typographers to work on the project and finding adequate stores of paper on which to print the books. In Czechoslovakia, he says, the edition reached the presses only after Miroslav Ševčík, a former vice-rector of the Prague School of Economics and a protest leader during the country's a November 1990 rev-

olution, crisis-crossed Moravia before finding a nile typographer willing to take on the manuscript.

Now that the translated editions are being published, Mr. Palmer says, his institute is busy organizing conferences on teaching economics in Eastern Europe and the former Soviet Union for college and high-school instructors. The institute plans a series of translations of classic works in economics.

Mr. Palmer says the idea is to help teachers in those countries try to overcome the style of instruction to which they had grown accustomed, which he describes as "Prussian style with a Communist overlay."

Mr. Heyne says he thinks his book is being well received because Eastern European scholars and political reformers are embracing the tenets of classical liberalism and are seeing that they are essential to market economies.

Alois Krutik, dean of the faculty of business at Prague's University of Economics, says the book is used at his institution as supplementary reading. "It's very useful," he says.

Ivo Koubek, a member of the economics department at Charles University in Prague, says Mr. Heyne's book is used there in short courses for high-school economics teachers and government officials—all of whom, he says, are struggling to get a grasp of capitalist economics.

"It is very useful with principles of economic thinking—concepts like discrimination in pricing and opportunity costs are well explained in philosophical rather than technical ways," he says. "That is good, since our people have no experience with this way of thinking."

Other challenges, Mr. Palmer says, include locating typographers to work on the project and finding adequate stores of paper on which to print the books. In Czechoslovakia, he says, the edition reached the presses only after Miroslav Ševčík, a former vice-rector of the Prague School of Economics and a protest leader during the country's a November 1990 rev-

15 years, Mr. Heyne says he emphasized the everyday operation of economics and referred to events people in Czechoslovakia had experienced first hand—"the rotting of unharvested food in the fields, for example."

The experience "exceeded my expectations," he says, adding: "It was amazing how attentive these people were through live days of lectures and discussions. I would not sit and listen to a professor for five days through an interpreter."

His students, he continues, "asked tough questions about how we solve problems in the United States."

Teaching in Czechoslovakia

"They knew about the problems we have, and they wanted to know whether economics solved any of them," he adds.

Mr. Heyne went to Czechoslovakia with a group of academic economists from the United States who were on a mission supported by the Foundation for Teaching Economics to bring American-style economic instruction to Eastern Europe. He also visited

Romania and will return to Bratislava next month to conduct workshops on what faculty members there should be teaching students of economics.

Attracted to Radical Ideas

Mr. Heyne says that, ironically, he was first attracted to the discipline by radical, Marxist economics. In the early 1960s he wrote a doctoral dissertation at the University of Chicago on the philosophical and theological roots of disagreements among economists. His major interest now, he says, is the relationship among economics, law, and ethics.

He says his belief in market economics is based on his ability to "allow people to cooperate without agreeing." He emphasizes the way markets permit that coordination, rather than how they encourage maximizing profit.

"Few things," he says, "will contribute more to human happiness in our strife-torn world than wider and better understanding of how markets work."

Barton Bolling in Prague contributed to this report.



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Name Dropping

THE RESIGNATION OF Marshall Gordon, president of Southwest Missouri State University, is effective June 30, 1993. However, while Mr. Gordon will keep the title of president until that date, he will have no operational control of the university.

Until a replacement is found for Mr. Gordon, Russell M. Keeling, interim vice-president for academic affairs, has been named chief executive officer of the institution.

Mr. Gordon, president of the university since July 1983, signed a new five-year contract last summer. However, he has been criticized for his administrative style and especially for his financial management. Recent revelations that a performing-arts center now under construction would cost \$17.8 million—\$7 million more than budgeted—led to a fiery vote of no confidence in his leadership and brought on a confrontation between Mr. Gordon and the Board of Regents.

In an agreement with the board, the duration of Mr. Gordon's contract was changed to two years. Until July 30, 1993, he will receive his annual salary of \$109,000 and keep his office and a secretary, while having the right to take a paid leave of absence at any time. He will also retain the right to join the university's faculty as a tenured professor of chemistry. The board also agreed that "should she choose to do so, Dr. Annette Gordon [Mr. Gordon's wife] will be employed as a tenured chemistry professor at a salary of not less than \$50,000 a year beginning in the fall term of 1992, and the board will do all it can reasonably and lawfully do to obtain tenure for her."

The board also said it would recognize Mr. Gordon's "significant contributions to SWSU by naming an appropriate monument or building in his honor" when his contract expires.

In statement, Mr. Gordon said, "Regardless of who is right or who is wrong, this controversy has damaged both my reputation and that of the university and its regents. Despite what I've accomplished for the university in the past, it is obvious the controversy will not end unless I end it."

While the state auditor's office continues to investigate the university's finances and there are reports that the Federal Bureau of Investigation is studying the awarding of contracts and construction projects, Mr. Keeling said, "I'm simply trying to look forward and not backward."

The resignation of Albert J. Simone as president of the University of Hawaii took many by surprise. While the university has seen controversy over race relations and racial-harassment issues, as well as problems in its athletic department, Mr. Simone, who has been president since 1985, had recently told *Hawaii Business* magazine: "As long as I feel I can continue to make a positive difference, I'm not going to contemplate moving."

After announcing his resignation, Mr. Simone said his change of mind had come after he received two letters about presidential vacancies within one week. "I started to write my standard letter to say, No, but then I thought, maybe now's the time."

Derrick Bell, a tenured black professor of law at Harvard University, who took an unpaid leave of absence in April 1990 to protest the law school's lack of minority-group and female faculty members, says he may not return to the school. Now a visiting professor of law at New York University, Mr. Bell said that the Harvard Law School has not made enough of an effort in its hiring. He said, "It is deeply insulting to minorities in general and to women of color in particular."

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Jesse Moore
University
of Rochester



Virginia Gilliam
Wilfrid Laurier
University



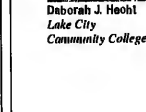
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School & Research Center



Richard M. Carter
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University



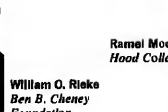
Ivan G. Marcus
Jewish Theological
Seminary of America



Deborah J. Hecht
Lake City
Community College



William O. Rieke
Ben B. Cheney
Foundation



Ramel Moore
Hood College

- **New college and university chief executives:** Athens State College, Jerry F. Bartlett; Bethany Theological Seminary, Eugene F. Roop; Minnesota Community College System, Geraldine Evans; St. Hyacinth College and Seminary, the Rev. Daniel M. Pietrzak; University of Maine at Orono, Frederick E. Hutchinson.
- **Other new chief executives:** Ben B. Cheney Foundation, William O. Rieke.

Appointments, Resignations

Myra Adams, associate provost for affirmative action at State U. of New York at Stony Brook, is director for equal opportunity and affirmative action.

Mary R. Anderson, former head advance representative with the Office of the Vice-President at the White House, is alumni director at U. of North Florida.

James B. Axtell, vice-president and dean for academic affairs at Anne Arundel Community College, has announced his resignation, effective in June.

Byron Bolden Bajorek, director of public relations and fund development at Canine Valley Area Girl Scout Council (Hickory, N.C.), is director of annual giving at Longwood College.

Jerry F. Bartlett, interim president of Athens State College, is president.

Danely J. Bane, assistant director of Jarvis Shere Medical Center Foundation (New-

York, N.Y.), is director of individual and corporate relations at Monmouth College (N.J.).

Mary L. Greenwood Bolton, registrar and coordinator of financial assistance in the school of theology at Boston U., is dean of admissions and student services in the school of theology at Stony Brook.

Robert B. Carver, vice-president for university relations at Bucknell U., is vice-president for development and university relations at American U.

V. Scott Cole, assistant vice-president for academic development at Central Michigan U., is associate vice-president for academic development at Western Michigan U.

Donald D. Hoffman, associate professor of history at U. of Maryland at College Park, is director of the Institute of Early American History and Culture at College of William and Mary.

Virginia Gilliam, associate librarian at U. of Georgia, is university librarian at Wilfrid Laurier U.

Marshall Gordon, president of Southwest Missouri State U., has announced his resignation, effective June 30, 1993.

Randy J. Hanks, accounts at St. Luke's U., is controller at Florida State U.

Rosemary Herby, reporter for *Dayton Daily News* (Dayton, Ohio), is director of media relations at U. of Dayton.

Don Heman, associate professor of English at Clifton College, is assistant to the vice-president for academic affairs.

Deborah J. Hecht, vice-president and dean of education services at Western Nebraska Community College, is vice-president for instruction at Lake City Community College.

Frederick E. Hutchinson, senior vice-president for academic affairs at Ohio State U., is president of U. of Maine at Orono.

Donald D. Hoffman, associate professor of history at U. of Maryland at College Park, is director of the Institute of Early American History and Culture at College of William and Mary.

Continued on Following Page

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Margaret P. Harg, national associate dean of the graduate school at North Carolina State U., to associate dean.

Ronald L. Harg, interim associate vice-chancellor for education at North Carolina State U., to associate dean.

Calvin Kelly, special assistant to the president at Molloy College, to vice-president for college relations.

Richard D. Ruggman, professor of pediatrics at U. of Colorado at Denver, to dean of the school of medicine.

William R. Smith, president and chief executive officer of Sallie Krawcheck Foundation, to associate dean of the school of medicine at Cleveland U.

Stephen Smith, chairman of physical education and athletics at U. of Wisconsin at Eau Claire, to associate dean of the school of education.

Angeline L. Taylor, director of cooperative education at Eastern Michigan U., to director of the Career Planning, Placement, and Cooperative Education Center at Western Michigan University.

James H. Tipton, professor of medicine at Baylor College of Medicine, to professor and chair of education in the college of medicine at State U. of New York Health Science Center at Syracuse.

Daniel J. Manning, director of development and public affairs for the college of medicine and sciences at Cornell U., to senior vice-president for development and alumni relations at Harvard U.

Wm. D. Marks, professor of Jewish studies at Jewish Theological Seminary of America, also to professor.

Barry Melville, vice-president for public affairs at Chrysler Mortgage Inc. (St. Louis), to director of public relations for the Trust Companies of St. Louis.

Barry Melville, dean of campus life at Abilene Christian U., to vice-president.

William D. Miller, director of the library at St. Louis State U., to director of the library at St. Louis State U.

Clifton B. Mott, interim associate vice-chancellor for university relations at U. of North Carolina at Chapel Hill, to associate vice-chancellor.

Constance E. Mullan, dean of the school of architecture at Washington U. (St. Louis), to associate dean of the school of architecture at Washington U.

Robert Mullen, director of corporate and foundation relations at U. of Rochester, to director of development at Colorado State U.

James H. Murphy, associate professor of history at U. of Rochester, to associate dean of the school of education.

Bernard Murphy, director of multicultural affairs at Hood College, to vice-president for student life and dean of students.

Myra H. Nussbaum, associate professor of strategic management at Pennsylvania State U., to associate dean of the school of business.

Paula Pappas, director of financial aid at Maryland Community College, to director of financial aid and assistant director of admission at U. of Maryland.

Dr. David M. Pappas, interim president of St. Anthony of Padua Province of the Conventual Franciscans (Indiana), to president of St. Hyacinth College and Seminary.

Paul D. Pappas, vice-chancellor for student affairs and special programs at State U. of New York system, to acting president of State U. of New York A&T College at Cobleskill.

David L. Pappas, interim dean of the college of arts and sciences at George Mason U., to dean.

Bill Radwin, vice-president for administrative affairs at St. Cloud State U., to dean.

Johanne Reinhold, professor of modern Jewish history at Baruch U., to professor and interim vice-president for academic affairs.

Begonia F. Ross, professor of biblical studies at New York Theological Seminary, to professor.

Mark B. Rotenberg, lawyer in Minneapolis, to general counsel of Saint Louis U.

Paula Rosenberg, lawyer in New York City, to associate dean of Wayne County Community College, to vice-president for academic affairs at New Community College of Baltimore.

Robert B. Ruggman, professor of education at U. of Wisconsin, to associate dean of the school of education.

William R. Smith, 91, former dean of the school of education at U. of Wisconsin, to associate dean of the school of education at U. of Wisconsin.

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Coming Events

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CONFERENCES, CALLS FOR PAPERS

NORTH AMERICAN
PAN AFRICAN CONFERENCE
May 1-3 • Savannah, GA

CALL FOR PAPERS

Conference papers related to issues facing Africans in North America are invited. Panel presentations on Economics, International Business, Politics, Culture, Women's Issues, Education, Science and Technology, Health and Medicine, Youth, and Religion. Submit 200 word abstract by April 10, 1992.

Contact: Dr. J. A. Jahnnes
Chair, Pan African Movement, U.S.A.
Box 20059
Savannah State College
Savannah, GA 31404
Tel. 912 356-2208

Call for Case Studies

Institute for Nonprofit Organization Management
University of San Francisco

The Institute is seeking case studies to be published in its newly established *Journal of Management & Case Study Collection*, a national resource for the teaching of nonprofit organization management. Possible subjects include, but are not limited to: governance, management of human resources, resource development, financial management, strategy and management of change, organizational effectiveness, and ethics.

Cases will be reviewed by a panel of experts and monetary prizes awarded for the best cases of the year.

For further information, please contact Ken Kasal, Curriculum and Publications Manager, Institute for Nonprofit Organization Management, 4308 Quarry Blvd., Suite 201, San Francisco, CA 94116-3004 (415) 760-6180.

A Call for Published Papers on the
"Glass Ceiling" and Upward Mobility
of Women in Corporate Structures

The Women's Bureau of the U.S. Department of Labor seeks published papers and ongoing research on the "glass ceiling" and other upward mobility studies on women in corporate structures.

Material will be used to augment a resource library on the glass ceiling and in the development of programs to implement the Secretary of Labor's Glass Ceiling Initiative.

For further information contact: Dora Carrington, Administrative Officer, Women's Bureau, (202) 628-8806, or write, Women's Bureau, Box GC, U.S. Department of Labor, 300 Constitution Avenue, N.W., Room S-3811, Washington, D.C. 20210.

CALL FOR PARTICIPATION
The Fourth Annual
Internationalization Forum
of the East-West Center
October 13-22, 1992

Practical cross-cultural learning experiences for internationally minded individuals with responsibilities and potential interests in international relationships in government, education, business and voluntary organizations.

A Forum working toward establishing a global network of internationally minded individuals who are concerned with the process and problems of cross-cultural understanding and collaborating across national boundaries.

Thematic Nationalities and Internationalization
Application deadline July 15, 1992
Call (800) 944-7607 or fax (800) 944-7670 for brochure and registration information or write:

Larry Smith, Forum Coordinator
Institute of Culture Communications
East-West Center, 1777 East-West Road
Honolulu, Hawaii 96849

Coming Events

Continued From Previous Page

30-April 1 Education. "Creating the Quality School," conference, University of

Alabama, Normal, Ala. Contact: J.

School, Director, Center for the

Study of Small Rural Schools, University

of Oklahoma, 535 Constitution, Norman, Okla. 7307-0005; (405) 325-1711.

30-April 20 Environmental. "Formalizing

Europe: An Environmental Research and

Education Agenda for Urban Settlements

and Sustainable Development," Association

of Big 8 Universities, Manhattan, Kan. Contact: Evelyn C. Johnson, Director,

of Big 8, 141 College Court, Manhattan, Kan. 66506; (913) 252-2560 or (800) 432-8222.

30-April 21 Student Issues. "Student-Led

Management and Collections," workshop,

National Association of College and

University Business Officers and National

Association of Student Financial Aid Administrators, St. Louis. Contact:

NACUPO, Professional Development Department, 2001 261-2520.

30-April 22 Computer. Symposium on

parallel processing, Association of Com-

puter Machinery and other sponsors, Beverly Hills, Cal. Contact: Larry C. C.

Computers Systems Approach Inc., Suite

1, 140 South Main Street, Fullerton, Cal. 92631; (714) 738-3441.

30-April 23 Business Education. Research

conference on science education, Council

of Research, Conference, Ventura, Cal. Contact: Gordon Research Center, Uni-

versity of Rhode Island, Kingston, R.I. 02881-0001; (401) 873-0111 or (401) 873-2372; fax (401) 873-0441.

30-April 24 Student Leadership. "Recruit-

ing in the 21st Century," workshop, Coun-

cil for Advancement and Support of Education, Chicago. Contact: 328-3900.

Deadlines

A symbol in marks times that have

not appeared in previous issues of

The Chronicle.

FELLOWSHIPS

March 25 Black studies. Applications for

Rockefeller Foundation fellowships.

Contact: Owen Tolson, Office Manager,

Center for the Study of Black Life, Uni-

versity of Pennsylvania, 360 Walnut

Street, Philadelphia 19104.

March 25 Humanities. Applications for

local members in humanities, Col-

umbia and intercollegiate fellowships.

Contact: Marie Brown Tuck, Division of

Fellowships and Seminars, National End-

owment for the Humanities, 1100 Penn-

sylvania Avenue, N.W., Washington

20506; (202) 786-0466.

March 25 International Issues. Applica-

tions for Robert H. Kennedy Fellow-

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One Union Avenue, Saratoga Springs, N.Y. 12866; (518) 587-2100; ext. 27.

April 2 Africa. Applications for short-term fellowships for research on the theme "The Role of the African in the Development of Africa," in any discipline. Contact: Sheri Price, Council of American Universities Research Centers, Suite 3123, 1100 15th Street, N.W., Washington 20540.

April 2 Africa. Applications for short-term fellowships for research on the theme "The Role of the African in the Development of Africa," in any discipline. Contact: Sheri Price, Council of American Universities Research Centers, Suite 3123, 1100 15th Street, N.W., Washington 20540.

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Gazette

American Society for Aesthetics, to be held in Santa Fe, N.M. Contact: Daniel J. Driscoll, Publisher, The American Society for Aesthetics, P.O. Box 100, Santa Fe, N.M. 87501; (505) 833-1100.

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